



U.S. Department of Education

Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1890-0004  
Exp. 10-31-2007

Check only one box per Program Office instruction.  
[X] Annual Performance Report [ ] Final Performance Report

General Information

1. PR/ Number #: U363A050115 2. NCES ID#: \_\_\_\_\_  
(Block 5 of the Grant Award Notification - 11 Characters.) (See Instructions - Up to 12 Characters.)
- 3 Project Title: Building Capacity for Redesign of Preparation of School Leaders  
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification): Board of Control for Southern Regional Education
5. Grantee Address (See Instructions.) SREB/Leadership, 592 Tenth St., NW, Atlanta, GA 30318-5776
6. Project Director Name: James E. Bottoms Title: Senior Vice President  
Ph #: (404) 875 - 9211 Ext: ( 249 ) Fax #: ( 404 ) 872 - 1477  
Email Address: gene.bottoms@sreb.org

Reporting Period Information (See Instructions.)

7. Reporting Period: From: 10/01/06 To: 09/30/07 (mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	140,030.73	
b. Current Budget Period	382,194.34 + (supplemental 162,561.00)	
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☒ Yes ☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ☒ Yes ☐ No
- c. If yes, provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/05 To: 06/30/08 (mm/dd/yyyy)  
Approving Federal agency: ☐ ED ☒ Other (Please specify): USDOE OMB Circular A-122  
Type of Rate (For Final Performance Reports Only): ☐ Provisional ☐ Final ☐ Other (Please specify) \_\_\_\_\_
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
☐ Is included in your approved Indirect Cost Rate Agreement?  
☐ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (See Instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? ☐ Yes ☐ No ☒ N/A

Performance Measures Status and Certification (See Instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☐ Yes ☒ No
- b. If no, when will the data be available and submitted to the Department? 10/31/08 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: James E. Bottoms

Title: Senior Vice President

James E. Bottoms

Date: 11 / 5 / 2007

Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature: \_\_\_\_\_



# U.S. Department of Education

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## Grant Performance Report (ED 524B)

### Executive Summary

PR/ Number # U363A050115

The goal of the *Building Capacity for Redesign of Preparation of School Leaders* is to build capacity at the state level in Tennessee by forming a state Commission and organizing task forces to inform the commission and recommend policy and procedure changes; and to develop leadership preparation programs that prepare effective school leaders, especially for high-need districts, who can implement improvement strategies that result in raising student achievement.

During the second year of the project, SREB continued to support the work of the commission. The commission assigns work to task forces trained in using a change model that describes how the current system works, researches to establish best practices and then identifies the gap between the two. The commission accomplished the following tasks in year 2:

- approved the educational leadership standards;
- sent recommendations for new selection and preparation designs and for restructuring professional development, licensure, induction and evaluation of school leaders from the task forces to the Tennessee State Board of Education. Recommendations were approved on first read in August and will have final approval November 2007. The recommendations are:

**Recommendation 1:** Require that the learning-focused Tennessee Instructional Leadership Standards (TILS) be adopted and used to align preparation, licensure, induction, evaluation and professional development in order to create a cohesive, well articulated, standards based-system of instructional leadership development.

**Recommendation 2:** Require instructional leadership preparation programs to work in full partnership with local systems to a) create a shared vision and program design consistent with the TILS which meet the needs of the district; b) develop a process for recruiting, selecting, preparing and supporting the most promising candidates; and c) provide high-quality field experiences.

**Recommendation 3:** Require that all instructional leader preparation programs in partnership with the school district(s) adopt highly selective admission standards.

**Recommendation 4:** Require all new and existing advanced programs in education administration be designed (or redesigned) based on the Tennessee standards for instructional leaders with emphasis on the instructional leader's responsibilities for curriculum, instruction and student learning.

**Recommendation 5:** Require the state department of education use external reviewers. These reviewers will have authority to assess the quality of implementation, regularly monitor programs, and suggest consequences for programs if criteria are not met.

**Recommendation 6:** Require programs meet standards consistent with a) TILS; b) the state program approval process; c) NCATE; d) state accountability and evaluation requirements; and e) current literature on best practices.

**Recommendation 7:** Completion of an advanced program in instructional leadership requires at a minimum for a candidate to a) develop a professional portfolio with evidence of meeting the TILS level required by the State Board of Education; b) receive a passing score on the SLLA; and c) use an exit evaluation in establishing a professional growth plan.

**Recommendation 8:** Implement the proposed principal induction program including the requirement for mentoring.

**Recommendation 9:** Provide advanced level pay for completion of an advanced degree in administration or instructional leadership only after a Tennessee administrator's license or endorsement is received.

**Recommendation 10:** Implement the proposed multi-level instructional leader/administrator licensure program.

**Recommendation 11:** Require all professional development to meet the State Board of Education High Quality Instructional Administrator Professional Development Policy Guidelines for the approval and accountability processes for professional development required for the renewal of administrator certificates.

**Recommendation 12:** Use a statewide electronic tracking system to approve and document the professional development of all instructional leaders.

**Recommendation 13:** Develop an advanced level teacher leadership program that will lead to teacher leader licensure.

**Recommendation 14:** Establish an interdisciplinary Professional Development Academy to offer specialized training and support for instructional leaders and teams from chronically low-performing schools.

**Recommendation 15:** Resend survey on principal working conditions to collect additional data to report policy.

Also during the second year, SREB continued to provide training for commission members, university faculty, collaborating local district personnel, and mentors. Specifically, the following training opportunities were provided: Internship training-12; Mentoring training-45; and Module training for organizing the learning environment-40. A total of 97 completed training.

East Tennessee State University and the University of Memphis continued to develop/revise and implement their new leadership training programs. Ten candidates participated in the East Tennessee State University program and sixteen candidates in the University of Memphis. Both cohorts participated in formal classes conducted by university faculty and in field experiences facilitated by mentors with university faculty support. In both cohorts, students have completed six credit hours in the fall and six credit hours in the spring of the 36 credit hour program. They also worked on their intern activities under the direction of mentors. University of Memphis candidates also participated in summer seminars. Feedback from program participants was collected and both institutions focused their continuous improvement efforts on engaging program candidates, candidate mentors, adjunct instructors, tenure track faculty, district partners, and other districts who hire our graduates in an ongoing process for program renewal and improvement. Some examples of this engagement follow:

1. Program course content and order of course delivery have been reformatted by a design team that consists of faculty, student mentors (all practicing administrators), and school district partners.
2. Program candidates and mentors engaged in redesigning the internship manual. A draft document was produced.
3. "School Portraiture Assignment" involving 3-5 candidates in a detailed analysis of a school were conducted. The schools under study were not in the districts employing the candidates. This field experience extended into a second semester with the development of plans for improving the school studied. This field experience grew out of candidates' interest and vision for ways these schools could be improved. The initial phase of the experience focused upon gaining a detailed picture of the school. The second phase involved an analysis of changes that may improve student performance. An anticipated third phase will involve presenting recommended changes to school/district personnel.
4. ePortfolio development and presentation are important milestones in each candidates program. Prior graduates have assisted candidate ePortfolio development by presenting workshops on format and presentation of their portfolios as examples.
5. Class meetings have been moved off campus and rotate to a different school each semester to provide many models for students to explore.
6. Four of the twenty-six candidates in the program are currently serving as "Assistants to the Principal." This is a full time assignment with each candidate serving as a school's assistant principal while retaining teacher, but not administrator pay.

The external evaluator observed a commission meeting and two SREB training sessions, and conducted focus groups with both cohorts of candidates. He also observed university training sessions, interviewed university faculty and interviewed State Board officials and several legislators. His findings confirm that the program is being successfully implemented as proposed.



## Grant Performance Report (ED 524B)

## Project Status Chart

PR/Award # (11 characters): U363A050115 \_\_\_\_\_

## SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Program Objective [ x ] Check if this is a status update for the previous budget period.

**GPRA Measure 1: Please report the number of project participants who became certified as principals or assistant principals, where (a) the certification was attained as a result of the SLP funded project; and (b) the certification attained would qualify the individual to be hired in one of those positions (principal or assistant principal). The target is the number of participants recruited during the performance period. The actual performance data is the number of participants from those recruited that attained certification.**

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio %	Raw Number	Ratio %
The number of new participants in year 2 (October 1, 2006 – September 30, 2007)	GPRA_1	26		26	
1.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio %	Raw Number	Ratio %
The number of newly certified principals in year 2 (October 1, 2006 – September 30, 2007)	GPRA_1	0		0	

## Explanation of Progress:

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected year one and started their training in year two. They will graduate year three, May 2008.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Program Objective [x] Check if this is a status update for the previous budget period.

**GPRA Measure 1.2: Please report the number of project participants that have attained certification through the SLP funded project and as a result are now in a full-time paid position as an assistant principal or principal taking full responsibilities for the requirements of those positions at a high need school in a high need LEA.**

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of participants hired in the position of Assistant Principal or Principal. (October 1, 2006 – September 30, 2007)	GPRA_1.2	0		0	
			%		%

**Explanation of Progress:**

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected year one and started their training in year two. They will graduate year three, May 2008.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Program Objective [x] Check if this is a status update for the previous budget period.

**GPRA Measure 2: Please report the number of participants who completed the full number of structured professional development activities as outlined in the approved application. For example, if the professional development for the participants included a summer program and six workshops, then the number reported for this indicator should only include those participants that completed the summer program and the six workshops.**

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio %	Raw Number	Ratio %
The number of new Participants in the Professional Development sessions between October 1, 2006 – September 30, 2007.	GPRA_2	97		97	
3.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio %	Raw Number	Ratio %
The number of Professional Development Completers between October 1, 2006 – September 30, 2007.	GPRA_2	97		97	

**Explanation of Progress:**

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected year one and started their training in year two. They will graduate year three, May 2008. Professional Development Participants and Completers are from the university/school district partnerships.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective [ x ] Check if this is a status update for the previous budget period.  
Project Goal I. Create an oversight commission of key educational and policy leaders that will build the capacity of state agencies to redesign leadership preparation throughout the state by developing and refining a set of redesign condition procedures and processes to guide universities and local school districts in the selection, preparation and support for new leaders and current school principals and assistant principals. (See commission recommendations to Tennessee State Board of Education, Attachment 6)  
**Note: All measures for this goal are qualitative. See notes in Explanation of Progress.**

	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
4.a. Performance Measure Policies to direct and support a successful statewide leadership preparation and certification redesign initiative, as recommended by an authorized redesign commission.	PROJECT		%		%
4.b. Performance Measure An experimental set of conditions and essential competencies to drive redesign of leadership preparation programs.	PROJECT		%		%

4.c. Performance Measure A plan for scaling up redesign of leadership preparation of leadership preparation by the designated state agency(s).	Measure Type <b>PROJECT</b>	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
4.d. Performance Measure A support system to assist university and district partners to develop and implement a redesigned leadership preparation program that includes training and coaching for design teams, exemplary curriculum materials and assessment strategies, networking opportunities, a critical friends audit process and guidelines for selecting and preparing mentor principals.	Measure Type <b>PROJECT</b>	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
4.e. Performance Measure A process and criteria for evaluating and approving new programs and certifying aspiring leaders in accordance with recommendations developed and refined by the state redesign commission.	Measure Type <b>PROJECT</b>	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
4.f. Performance Measure A tested process that SREB can use to help other states in the region and nation.	Measure Type <b>PROJECT</b>	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %

**Explanation of Progress:**

The Commission worked toward the achievement of all of the specified measurements and in August sent specific recommendations to the Tennessee State Board of Education. They were approved on first read and will have final approval in November 2007.  
(See chart, Attachment 6)

**Project Objective** [ x ] Check if this is a status update for the previous budget period.

Project Goal II. Demonstrate that co-development and delivery of leadership preparation by university and district partners, with strong direction and support from the state and from outside providers, can produce high-quality programs that prepare an adequate supply of new school leaders who are committed to serving high-need schools and have mastered the essential competencies to lead them to higher levels of student achievement.

4.g. Performance Measure A formalized and functioning process to recruit and select qualified candidates.	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>				
		<b>Target</b>			<b>Actual Performance Data</b>	
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio %</b>
4.h. Performance Measure A program design team that includes key faculty and practitioners that agree on essential competencies new principals need to lead change in schools and classrooms and on program elements that are aligned with the essential competencies, including goals, a coherent curriculum, pedagogy, structure, staffing and candidate selection.	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>				
		<b>Target</b>			<b>Actual Performance Data</b>	
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio %</b>
4.i. Performance Measure A program design that meets the districts' needs and reflects the conditions for redesign developed by the state redesign commission.	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>				
		<b>Target</b>			<b>Actual Performance Data</b>	
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio %</b>

4.j. Performance Measure	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>					
		<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
4.k. Performance Measure	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>					
		<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
4.l. Performance Measure	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>					
		<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
4.m. Performance Measure	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>					
		<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
4.n. Performance Measure	<b>Measure Type</b> <b>PROJECT</b>	<b>Quantitative Data</b>					
		<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>

### **Explanation of Progress:**

Cohorts of candidates were recruited and selected using guidelines developed by the universities and their partners. For example, the University of Memphis recruitment activities resulted in over 300 persons attending the first information session. Resumes, tests and interviews were used with each phase resulting in a smaller pool. Seventeen candidates were selected. Sixteen remain in the program. East Tennessee State University identified twelve candidates and ten remain in the program. Student reduction due to illness and spouse relocation.

The essential competencies drafted in year one were revised. University and practitioner teams were involved in the development of new courses with content, assignments, assessments and integrated field experiences.

University faculty and mentors provided candidates with field experience. Candidates participated in formal classroom learning opportunities conducted by university faculty.

The two university district partners helped to convene the other educational leadership faculty in Tennessee October 19, 2007. They presented the modules they have developed. The group decided to continue mentoring in anticipation of program approval visits that will occur next year. (See Attachments 7& 8)

4. Project Objective [x ] Check if this is a status update for the previous budget period.

Project Goal III. Demonstrate the involvement of district superintendents and staff, and current principals, assistant principals and school leadership teams in designing programs and preparing aspiring principals in ways that enhance their capacity to plan and implement school reform practices that support rigorous academic standards for students.

4.n. Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
A total of 24 certified aspiring principals who have successfully completed a preparation program and are committed to accepting appointments in high-need schools. Note: Data will not be available until the end of the third year of the project.	PROJECT					
4.o Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
In-place, continuing partnerships with universities to produce future principals capable of addressing local district needs for improved schools and student achievement.	PROJECT					
4.p. Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
Trained and experienced mentor principals and district staff available to 1) coach future aspiring principals, 2) provide mentoring and coaching to their current assistant principals and prepare them to succeed to the principal position well-prepared to lead school improvement; 3) coach current principals in need of improvement; and 4) train additional mentors.	PROJECT					

4.q. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio
Increased district capacity to put a quality leader in every school who can identify achievement problems and plan and implement appropriate interventions that increase student achievement.	PROJECT					

**Explanation of Progress:**

Cohorts at both East Tennessee State University and the University of Memphis are being trained. Training consists of formal classroom activities using new or revised courses and field experiences supervised by mentors with the support of university faculty. The cohorts will complete their training in year three. Mentors were trained and are providing guidance to the candidates. Strong collaborative relationships have been established between the universities and the local school districts.

4. Project Objective [ x ] Check if this is a status update for the previous budget period.

Project Goal IV. Learn new lessons about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that can be used to support a statewide redesign initiative and shared with other states, universities and districts across the SREB states and the nation.

4.r. Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
Document lessons learned about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that can be used to support a statewide redesign initiative.	PROJECT					
4.s Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio %
Disseminate information to states, universities and districts across the SREB states and the nation.	PROJECT					

#### Explanation of Progress:

Process is being documented and will be edited, prepared for publication, produced, and disseminated at the end of the project. Supplemental funds will be used to collect information that will be used as evidence of effectiveness.

The two university district partners helped to convene the other educational leadership faculty in Tennessee October 19, 2007. They presented the modules they have developed. The group decided to continue mentoring in anticipation of program approval visits that will occur next year. (See Attachments 7& 8)

## Addition Information (Year Two)

The goal of *Building Capacity for Redesign of School Leaders* is to facilitate the development and implementation of state level guidance related to the selection, preparation, and licensing of new school leaders. An integral part of this guidance is the development of partnerships between universities and local school districts to share in the responsibility of selecting and training new leaders. The program design included the development of a state commission charged with making recommendation to appropriate boards, the establishment of university/local partnerships, the creation of new university courses of study for new school leaders, the establishment of a principal mentor program to support the field experience component of new leader preparation, and the selection and preparation of a cohort of candidates. The design covers a period a three years and concludes with the licensing and placement of the candidates, and in the adoption of new state level guidelines pertaining to the selection, preparation, and licensure of school leaders.

The focus in Year 2 was on the continuation of the work of commission in establishing state guidance related to the selection, preparation and support for new school leaders, the delivery of a redesigned leadership program to a cohort of candidates and the continuation of collaborative planning by university and district partners.

The evaluation designed specified that the following questions would be addressed in Year 2. By observing a Commission meeting and SREB training sessions, and by interviewing candidates and university faculty the external evaluator found that all questions were being addressed with positive results.

- Did university faculty working with district staff and mentor principals, provide candidates field experiences that ensure mastery of the essential competencies for improving curriculum, instruction and student achievement through observing, participating in and leading school improvement teams?

Interviews with candidates provided sufficient data to support a finding that this question was being appropriately addressed. Candidates were participating in field experiences under to supervision of university faculty and mentor principals designed to ensure their mastery of the essential competencies.

- Did the redesign commission develop criteria and apply those criteria in approving the new courses developed for university and district partners?

Both university/district partners submitted two new courses each to the redesign commission for approval.

- Did the district staff and university faculties who delivered the new curriculum participate in the modular leadership training provided by SREB? Did they perceive the training to be effective?

District staff and university faculties did participate in modular leadership training provided by SREB. Evaluation results demonstrate that they perceived the training to be effective. Additionally, observation and interviews conducted by the external evaluator supports this finding.

- Did the university and district partners develop a criteria for selecting mentor principals to prepare them to model essential leadership competencies and to coach candidates to apply these effectively in the school setting?

University and district partners developed and implemented criteria for selecting mentor principals. Interviews with candidates confirmed that mentors were coaching candidates in the effective implementation of leadership competencies in a school setting.

The program is working as intended. The commission is on target for accomplishing its tasks by the end of the third year of the program. As of the date of this update, the commission is ahead of schedule in accomplishing the proposed tasks. Cohorts of students at each of the participating universities are being prepared as new school leaders. They will complete their training in year three of the project and will be certified.

## School Leadership Program Performance Indicator Verification Form

PR/Award # U363A050115

As a way to ensure that we collect the same data from each project we request that you review the definitions for each of the School Leadership Performance Indicators and then report your project's data for each of the indicators.

Indicator 1.1- *The percentage of participants who become certified as principals and assistant principals.*

**Indicator 1.1 Definition:** The number of project participants who become certified as principals or assistant principals, where the certification was attained as a result of the SLP funded project, and the **certification** attained would qualify the individual to be hired in one of those positions (**principal or assistant principal**). The number reported should include all participants that reached this goal for each of the project years; each project year runs from Oct. 1-Sept. 30<sup>th</sup>.

Please use the table below to report the **raw numbers** for each of your project years where complete actual numbers can be reported.

Participants Enrolled in Year One Seeking Certification 10/1/05-9/30/06	Participants Enrolled in Year One and who Completed Certification: 10/1/05-9/30/06	Participants Enrolled in Year Two Seeking Certification 10/1/06-9/30/07	Participants Enrolled in Year Two Seeking Certification and Who Completed Certification 10/1/06-9/30/07	Total Certified To Date From Start of Project 10/1/05-9/30/07
29*	0	26*	0	0

\*The program design included the enrollment of a cohort of students from two participating universities. The cohort was selected and started formal training during the latter part of year one of the project. Three students dropped out. Twenty-six students participated for the full second year of the project.

Indicator 1.2-*The percentage of program completers earning certification as a principal or assistant principal who are employed in those positions in high-need schools in high-need local educational agencies (LEAs).*

**Indicator 1.2 Definition:** The number of project participants that have attained certification through the SLP funded project **and** as a result are now in a **full-time paid position as an assistant principal or principal** taking full responsibilities for the requirements of those positions. The number reported should include all participants that reached this goal during the performance period for each year of the project years.

Please use the table below to report the numbers for each of your project years where complete actual numbers can be reported.

Certified in Year One and Employed in Year One 10/1/05-9/30/06	Certified in Year Two and Employed in Year Two 10/1/06-9/30/07	Certified in Year One or Two & Employed 10/1/06-9/30/07
0*	0*	0*

\*The cohort of students participating in the project will not complete formal training until year three of the project; hence, certification and employment will occur during or shortly after year three.

Indicator 2.1- *The percentage of participating principals and assistant principals who are in structured professional development and completed.*

**Indicator 2.1 Definition:** The number of participants who completed the full number of professional development structured activities as outlined in the approved application. Therefore, if the professional development for the participants included a summer program and six workshops, then the number reported for this indicator should only include those that completed the summer program and the six workshops.

Please use the table below to report the numbers for each of your project years where complete actual numbers can be reported.

Professional Development Only Participants (Not seeking Certification) Year One 10/1/05-9/30/06	Professional Development Only Completers. Year One 10/1/05-9/30/06	Professional Development Only Participants (Not seeking Certification) Year Two 10/1/06-9/30/07	Professional Development Only Completers. Year Two 10/1/06-9/30/07
12*	12*	97*	97*

Total Professional Development Participants Year One 10/1/05-9/30/06	Total Professional Development Completers. Year One 10/1/05-9/30/06	Total Professional Development Participants Year Two 10/1/06-9/30/07	Total Professional Development Completers. Year Two 10/1/06-9/30/07
12*	12*	97*	97*

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected year one and started their training in year two. They will graduate year three, May 2008. Professional Development Participants and Completers are from the university/school district partnerships.

## **Attachments**

Attachment 1: Education Leadership Commission  
Attachment 2: East Tennessee State University Team  
Attachment 3: University of Memphis Team  
Attachment 4: Task Force Membership  
Attachment 5: Tennessee Standards for Instructional Leaders  
Attachment 6: Recommendations to Tennessee State Board of Education  
Attachment 7: East Tennessee Progress Report  
Attachment 8: University of Memphis Progress Report

## **Appendices**

### **USDOE Meeting Agendas**

<b>Appendix</b>	<b>Date</b>	<b>Purpose</b>	<b>Location</b>
A.1	October 4, 2006	Planning	Conference Call
A.2	November 13-14, 2006	Mentoring Module Training	Memphis
A.3	November 16-17, 2006	Organizing Module Training	Greeneville/Kingsport
A.4	December 4, 2006	Commission Meeting	Knoxville
A.5	January 22-24, 2007	Data/Culture Module Training	Atlanta
A.6	February 1, 2007	SREB State Leadership Forum	Conference Call
A.7	February 26, 2007	Professional Development Task Force	Nashville
A.8	February 28, 2006	University-District Planning Meeting	Conference Call
A.9	March 1, 2007	Standards, Licensure, Evaluation Task Force	Nashville
A.10	March 4-5, 2007	Organizing Module Training-Follow-up	Greeneville/Kingsport
A.11	March 11-14, 2007	Leadership Curriculum Module Training	Atlanta
A.12	March 19, 2007	Working Conditions Task Force	Nashville
A.13	April 5, 2007	Working Conditions Survey	Internet
A.14	April 8-9, 2007	Commission Meeting	Nashville
A.15	April 27, 2007	Professional Development Task Force Meeting	Knoxville
A.16	May 10-11, 2007	SREB State Leadership Forum	Atlanta
A.17	May 15, 2007	University of Memphis Teaching & Learning Conference	Conference Call
A.18	May 17-21, 2007	University of Memphis Teaching & Learning Conference	Memphis

<b>Appendix</b>	<b>Date</b>	<b>Purpose</b>	<b>Location</b>
A.19	May 31, 2007	Mentoring Meeting/Interview Session	Greenville
A.20	June 14, 2007	Working Conditions Task Force	Nashville
A.21	June 15, 2007	PD/Licensure Task Force	Nashville
A.22	July 16, 2007	PD/Licensure Task Force	Nashville
A.23	July 17, 2007	Working Conditions Task Force	Nashville
A.24	July 26, 2007	Supplemental Grant Funds	Conference Call
A.25	August 6, 2007	Commission Planning/Grant Meeting	Nashville
A.26	August 8, 2007	Supplemental Grant Funds	Conference Call
A.27	August 9-10, 2007	TN State School Board Meeting	Nashville
A.28	August 23, 2007	Eastern Tennessee University Meeting	Johnson City
A.29	September 17, 2007	Supplemental Grant Funds	Conference Call

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**Tennessee School Leadership Redesign Commission**

The Southern Regional Education Board (SREB) received a significant grant from the U.S. Department of Education to work with two Tennessee universities to reinvent the principal preparation process. SREB asked the State Board of Education (SBE) and the Tennessee Higher Education Commission (THEC) to appoint a commission to oversee the development and implementation of new standards for principal preparation. In October, 2005, the SBE and THEC appointed the Leadership Redesign Commission "to build capacity at the state level, in partnership with local agencies and universities, to prepare effective school leaders." The Board gave the Commission the following tasks:

1. To recommend policies and standards to guide the redesign of the system of principal preparation, licensure, and professional development;
2. To prepare an implementation plan for the new system; and
3. To oversee implementation of the plan.

**Commission Members**

Click [here](#) to review a list of the members.

**Upcoming Meetings**

June 9, 2006, 9:00 a.m. [Agenda](#)

**Pilot Sites**

**Task Force Progress:  
Standards Task Force**

- [Draft Standards](#)

**Licensure and Evaluation Task Force**

**Professional Growth and Development Task Force**

**Working Conditions Task Force**

**Reading List**

- Bottoms et. al. [Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals](#). Southern Regional Education Board. 2003.
- Bottoms, Gene and Kathy O'Neill. [Preparing a New Breed of School Principals: It's Time for Action](#). Southern Regional Education Board. 2001.
- Levine, Arthur. [Educating School Leaders: Executive Summary](#). The Education Schools Project. 2005. (Note: If this summary interests you, you may want to read the [full report](#).)
- Waters, Marzano, and McNulty. [Balanced Leadership: What 30 Years of Research](#)

[\*Tell Us About the Effect of Leadership on Student Achievement\*](#). Mid-Continent Regional Education Lab (McREL). 2003.

- Interstate School Leaders Consortium [Standards for School Leaders](#) (adopted 1996).

### **Tennessee Information**

Tennessee statutes and State Board of Education rules [regarding principals](#) (as of March 2006).

[Tennessee Licensure Standards and Induction Guidelines](#) (see section 41-5, page 277, Administrator/Supervisor Licensure).

### **Agencies**

[SREB](#) (Southern Regional Education Board) assists state leaders by directing attention to key education issues; collecting, compiling and analyzing comparable data; and conducting broad studies and initiating discussions that help states and institutions form long-range plans, actions and policy proposals.

[The Center on Reinventing Public Education](#) studies major issues in education reform and governance in order to improve policy and decision-making in K-12 education.

[The Wallace Foundation](#) seeks to support and share effective ideas and practices that will strengthen education leadership, arts participation and out-of-school. Also see the [Wallace Knowledge Center](#).

### **Work of Other States**

Alabama 's Governor's Congress on School Leadership: [Final Report](#).

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Carolyn McPherson	Terri Rymer
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University of Memphis

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West Tennessee

To be finalized  
East Tennessee

**Tennessee State Board of Education  
August 31, 2006**

**Agenda  
Action Item: III. B.**

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**Tennessee Standards for Instructional Leaders**

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**The Background:**

All states and school districts want successful schools that prepare graduates to succeed in postsecondary education and the workforce and become informed citizens. Decades of research have revealed strong links between what principals do and how students perform. It is essential that all schools have access to effective instructional leaders who know how to lead the changes in curriculum and instruction that will result in higher levels of learning for all groups of students.

The state is responsible for ensuring a supply of high-quality, effective instructional leaders for schools. Districts, schools and universities depend on the state to take the lead when it comes to these issues:

- how prospective principals are chosen, prepared and licensed;
- what induction and professional development principals will receive to support and enhance their practice; and
- promoting local conditions that will allow principals to lead successful schools

For the past year, the standards task force of the Education Leadership Redesign Commission has been at work crafting clear, measurable standards to identify the core performances of effective instructional leaders. The proposed standards are based on current research on effective instructional leadership and were sharpened by the wisdom of active school leaders, program innovators, state agencies, professional associations, institutions of higher education, business and community leaders, state legislators and staff of the Southern Regional Education Board (SREB). Further, these standards are compatible with the National Council for the Accreditation of Teacher Education (NCATE) standards, Interstate School Leaders Licensure Consortium (ISLLC) standards, and the National Staff Development Council (NSDC) standards and reflect the conclusions of major national reports on reinventing leadership. These standards are the first step in initiating a serious effort to raise the bar for the practice of school leadership in Tennessee schools.

The commission approved these draft standards and is requesting the board approve them on first reading. It is hoped that distributing these draft standards to all stakeholder groups will start a dialogue about quality instructional leadership among stakeholders.

**The Recommendation:**

The Education Leadership Redesign Commission requests the Board accept the draft Standards for Instructional Leaders on first reading. The SBE staff concurs with this recommendation.

**Tennessee Standards for Instructional Leaders  
August 9, 2006**

Effective school principals must meet several standards of personal performance and ensure that the people and programs that make up the school work together to bring about identified, desired results. Effective principals ensure that school programs, procedures, and practices focus on learning and achievement of all students, including the social and emotional development necessary for students to attain academic success.

**Standard A: Continuous Improvement**

**Implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.**

Indicators:

- Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.
- Facilitates the implementation of clear goals and strategies to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention.
- Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.
- Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
- Develops collaborations with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
- Communicates and operates from a strong belief that all students can achieve academic success.
- Uses data to plan for continuous school improvement.

**Standard B: Culture for Teaching and Learning**

**Creates a school culture and climate based on high expectations conducive to the success of all students.**

Indicators:

<ul style="list-style-type: none"> <li>• Develops and sustains a school culture based on <u>ethics</u>, <u>diversity</u>, <u>equity</u> and collaboration.</li> </ul>
<ul style="list-style-type: none"> <li>• Advocates, nurtures, and leads a culture conducive to student learning.</li> <li>• Develops and sustains a safe, secure and <u>disciplined learning environment</u>.</li> <li>• Leads staff and students in the development of self discipline and engagement in learning.</li> <li>• Facilitates and sustains a culture that protects and maximizes learning time.</li> <li>• Develops <u>leadership teams</u>, designed to share responsibilities and ownership to meet the school's mission.</li> <li>• Demonstrates an understanding of <u>change processes</u> and the ability to lead the implementation of productive changes in the school.</li> <li>• Leads the <u>school community</u> in building relationships that result in a productive learning environment.</li> <li>• Encourages and leads challenging, <u>research based</u> changes.</li> <li>• Establishes and cultivates strong, supportive family connections.</li> <li>• Recognizes and celebrates school accomplishments and addresses failures.</li> <li>• Establishes strong lines of communication with teachers, parents, students and stakeholders.</li> </ul>

## **Standard C: Instructional Leadership and Assessment**

**Facilitates instructional practices that are based on assessment data and continually improve student learning**

Indicators:

- Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.
- Leads the professional learning community in analyzing and improving curriculum and instruction.
- Ensures accessibility to a rigorous curriculum and the supports necessary for all students to meet high expectations.
- Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.
- Uses research based best practice in the development, design and implementation of curriculum, instruction, and assessment.

## **Standard D: Professional Growth**

**Improves student learning and achievement by developing and sustaining high quality professional development.**

Indicators:

- Systematically supervises and evaluates faculty and staff.
- Promotes, facilitates and evaluates professional development.
- Models continuous learning and engages in personal professional development.
- Provides leadership opportunities for the professional learning community and mentors aspiring leaders.
- Works collaboratively with the school community to plan and implement high quality professional development evaluated by the impact on student learning.
- Provides faculty and staff with the resources necessary for the successful execution of their jobs

**Standard E: Management of the School**

**Facilitates learning and teaching through the effective use of resources.**

Indicators:

- Establishes a set of standard operating procedures and  routines that are understood and followed by all staff
- Focuses daily operation on the academic achievement of all students
- Allocate resources to achieve the school's mission.
- Uses an efficient, equitable budget process that effectively involves the school community.
- Mobilizes community resources to support the school's mission.
- Identifies potential problems and is strategic in planning proactive responses.
- Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct

**Standard F: Ethics**

**Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.**

Indicators:

- Performs all professional responsibilities with integrity and fairness.
- Models and adheres to a professional code of ethics and values.
- Makes decisions within an ethical context and respecting the dignity of all.
- Advocates when educational, social or political change when necessary to improve learning for students.
- Makes decisions that are in the best interests of students and aligned with the vision of the school.
- Considers legal, moral and ethical implications when making decisions.
- Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

**Standard G: Diversity**

**Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.**

Indicators:

- Involves the school community and stakeholders in appropriate diversity policy implementations, program planning and assessment efforts.
- Recruits, hires and retains a diverse staff.
- Recognizes and responds effectively to multicultural and ethnic needs in the school and the community.
- Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
- Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.
- Leads the faculty in engaging families/parents in the education of their children.

### **Education Leadership Redesign Commission Recommendations**

**Recommendation 1:** Require that the learning-focused Tennessee Instructional Leadership Standards (TILS) be adopted and used to align preparation, licensure, induction, evaluation and professional development in order to create a cohesive, well articulated, standards based-system of instructional leadership development.

**Recommendation 2:** Require instructional leadership preparation programs to work in full partnership with local systems to a) create a shared vision and program design consistent with the TILS which meet the needs of the district; b) develop a process for recruiting, selecting, preparing and supporting the most promising candidates; and c) provide high-quality field experiences.

**Recommendation 3:** Require that all instructional leader preparation programs in partnership with the school district(s) adopt highly selective admission standards.

**Recommendation 4:** Require all new and existing advanced programs in education administration be designed (or redesigned) based on the Tennessee standards for instructional leaders with emphasis on the instructional leader's responsibilities for curriculum, instruction and student learning.

**Recommendation 5:** Require the state department of education use external reviewers. These reviewers will have authority to assess the quality of implementation, regularly monitor programs, and suggest consequences for programs if criteria are not met.

**Recommendation 6:** Require programs meet standards consistent with a) TILS; b) the state program approval process; c) NCATE; d) state accountability and evaluation requirements; and e) current literature on best practices.

**Recommendation 7:** Completion of an advanced program in instructional leadership requires at a minimum for a candidate to a) develop a professional portfolio with evidence of meeting the TILS level required by the State Board of Education; b) receive a passing score on the SLLA; and c) use an exit evaluation in establishing a professional growth plan.

**Recommendation 8:** Implement the proposed principal induction program including the requirement for mentoring.

**Recommendation 9:** Provide advanced level pay for completion of an advanced degree in administration or instructional leadership only after a Tennessee administrator's license or endorsement is received.

**Recommendation 10:** Implement the proposed multi-level instructional leader/administrator licensure program.

**Recommendation 11:** Require all professional development to meet the State Board of Education High Quality Instructional Administrator Professional Development Policy Guidelines for the approval and accountability processes for professional development required for the renewal of administrator certificates.

**Recommendation 12:** Use a statewide electronic tracking system to approve and document the professional development of all instructional leaders.

**Recommendation 13:** Develop an advanced level teacher leadership program that will lead to teacher leader licensure.

**Recommendation 14:** Establish an interdisciplinary Professional Development Academy to offer specialized training and support for instructional leaders and teams from chronically low-performing schools.

**Recommendation 15:** Resend survey on principal working condition

**Tennessee State Board of Education  
August 10, 2007**

**Agenda  
First Reading Item: III. B.**

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**Education Leadership Redesign Commission**

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**The Background:**

All schools need effective instructional leaders who are well prepared and capable of leading the changes in curriculum and instruction that will result in higher levels of learning for all groups of students. They create a school culture of high expectations conducive to the success of all students. Effective principals use both qualitative and quantitative assessment data to guide the professional learning community in a cycle of continuous growth and improvement.

Effective school principals must be trained to model continuous professional growth. Leadership programs must provide principals the skills necessary to supervise, monitor, evaluate and support a professional staff. They must know how to develop dynamic leadership teams to share power, responsibility and ownership of the school mission. Effective principals must learn how to focus all school programs, procedures, and practices to support student learning. Effective instructional leaders are involved in the community and understand the culture of the students. Effective instructional leaders must celebrate diversity, understand and respect differences and ensure the school climate is a place all students can attain academic success.

In order for Tennessee to develop and maintain effective instructional leaders a whole system redesign is needed. The **Leadership Redesign Commission** was charged to: 1) recommend policies, practices and other specifications that will guide the redesign of the system of principal selection, preparation, licensure, evaluation and professional development; 2) design a plan for implementing this redesign; and 3) develop provisions for oversight of the implementation of a redesign initiative that changes every university preparation program in the state.

The commission and its task forces have worked hard and are ready to present recommendations. Included in the redesign products are a framework for the redesign and recommendations for rules and policies to support the change. Public Chapter 376 (HB 472, SB 570) laid the foundation. The workplace changes the bill addresses are a match to the task force's principal survey where principals identified barriers to their success. The bill requires changes in principal accountability, working conditions, school improvement planning, principal evaluation, and differentiated pay plans. The bill requires a report on the effectiveness of higher education's educator preparation programs.

With the development of higher standards for students and greater accountability for schools, initiating serious changes to improve the preparation and support of school principals is essential. The state is responsible for ensuring a supply of high-quality leaders for schools.

The Commission's recommendations address the following questions regarding key components of the redesign. How are prospective principals chosen, prepared and licensed? What induction and professional development will principals receive to support and enhance their practice? What local conditions should be promoted to allow principals to lead successful schools?

**The Master Plan Connection:**

This item supports the State Board of Education's *Master Plan* by creating effective school leaders.

**The Recommendation:**

The Education Leadership Redesign Commission, THEC, and the SREB and SBE staff recommends that the State Board of Education approve the Commission recommendations on first reading.

**The State Board of Education approved the recommendations on first reading.**

## **RESOLUTION**

Be it resolved, that the State Board of Education & the Tennessee Higher Education Commission appoint the members listed below to the Education Leadership Commission to build capacity at the state level, in partnership with local agencies and universities, to prepare effective school leaders. Be it further resolved that the commission shall:

1. recommend policies and standards to guide the redesign of the system of principal preparation, licensure, and professional development;
2. prepare an implementation plan for the new system; and
3. oversee implementation of the plan.

Dr. Gary Nixon, Chairman Executive Director SBE  
Dr. Robert Bell President, Tennessee Technological University  
Dr. Damon Cathey Principal, John Early M.S., Nashville  
Dr. Linda Doran Tennessee Higher Education Commission  
Ivan Duggin Principal, Holloway H.S., Murfreesboro  
Dr. Jim Duncan Director of Schools, Lebanon  
Kim Fisher Principal, Black Fox Elementary, Cleveland  
Dr. Ric Hovda Dean, University of Memphis  
Dr. Carol Johnson Director of Schools, Memphis  
Rep. Mark Maddox General Assembly  
Dr. Paula Myrick-Short Tennessee Board of Regents  
Martin Nash Department of Education  
Mr. Kip Reel Tennessee Org. of School Superintendents  
Dr. Bob Rider Dean, University of Tennessee  
Ms. Mary Rouse Sullivan East High School, Bluff City  
Dr. Valerie Rutledge SBE Member  
Dr. Paul Stanton President, East Tennessee State Univ.  
Mr. Cecil Stroup Principal, McNairy Central H.S., Selmer  
Ms. Ellen Thornton Tennessee Business Roundtable  
Senator Jim Tracy General Assembly  
Senator Jamie Woodson General Assembly  
Dr. Duran Williams Tennessee Education Association  
Rep. Les Winningham General Assembly To:

Leadership Redesign Commission Recommendations\*

Task Force Recommendation	Need for the Recommendation	Outcomes of the Recommendation
<p><b>Recommendation 1:</b> Require that the learning-focused Tennessee Instructional Leadership Standards (TILS) be adopted and used to align preparation, licensure, induction, evaluation and professional development in order to create a cohesive, well articulated, standards based-system of instructional leadership development.</p>	<ul style="list-style-type: none"> <li>Programs are aligned with the ISLLC standards however these standards do not include performance criteria to measure candidate performance.</li> <li>Current standards are not operationalized.</li> <li>Not specific, thus allowing for different interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Programs will continue to use the more global ISLLC standards but the TILS complete with indicators (currently under development) to identify skills, practices, and behaviors aspiring leaders should be able to demonstrate.</li> <li>New proposed standards based on current research and best practices.</li> <li>Provide for a continuum of growth.</li> <li>Same standards for preparation, licensure, evaluation and professional development.</li> <li>Provides alignment and coherence.</li> </ul>
<p><b>Recommendation 2:</b> Require instructional leadership preparation programs to work in full partnership with local systems to a) create a shared vision and program design consistent with the TILS and the needs of the district; b) develop a process for recruiting, selecting, preparing and supporting the most promising candidates; and c) provide high-quality field experiences.</p>	<ul style="list-style-type: none"> <li>Partnerships are inconsistent and undocumented.</li> <li>Little evidence of collaboration in design and delivery of coursework.</li> <li>Open enrollment, large classes.</li> <li>Programs are often not directly tied to district needs.</li> <li>Practicum experiences are undocumented and inconsistent across instructional leadership preparation programs.</li> </ul>	<ul style="list-style-type: none"> <li>Redesigned programs will provide documentation of dynamic collaborations with districts and include: <ul style="list-style-type: none"> <li>Signed agreements between the institution and the district</li> <li>Joint identification of potential leaders</li> <li>Processes of joint screening of principal candidates by both district and program</li> <li>Rigorous selection process</li> <li>Districts and programs co-design and co-deliver courses</li> <li>Field-based problem solving</li> </ul> </li> </ul>

**Recommendation 3:** Require that all instructional leader preparation programs in partnership with the school district(s) adopt highly selective admission standards.

- Selection standards currently vary by program.
- Most programs provide principal preparation at the post-baccalaureate level.
- No signed agreements pledging district support between the district and the program.

- Selection standards will be uniformly set at a high level.
- Focus on student learning and quality instruction.
- Every candidate will be accepted under a signed agreement identifying district and program supports for the candidate.
- Customization of the preparation program to meet the needs of the local district.

**Recommendation 4:** Require all new and existing advanced programs in education administration be designed (or redesigned) based on the Tennessee standards for instructional leaders with emphasis on the instructional leader's responsibilities for curriculum, instruction and student learning.

- Programs are uneven and typically focus on management.
- Few if any programs require documented evidence of:
  - Leadership
  - Ability to improve student achievement
  - Knowledge of curriculum, instruction, and assessment

- Every program will be required to submit a redesigned program in partnership with district(s).
- The major components of each program will focus on school improvement processes and school accountability while linking leadership proficiency and skills to productive schools and enhanced student achievement.
- All programs will require candidates to submit documentation of their skills and understandings in:
  - Leadership
  - Ability to improve student achievement
  - Knowledge of curriculum, instruction, and assessment

<p><b>Recommendation 5:</b> Require the state department of education use external reviewers. These reviewers will have authority to assess the quality of implementation, regularly monitor programs, and suggest consequences for programs if criteria are not met.</p>	<ul style="list-style-type: none"> <li>• Few if any programs have rigorous formative and summative standards-based evaluations of candidates' performance of core school leader responsibilities, or use valid, reliable, standardized instruments and procedures.</li> <li>• While programs are aligned with ISLLC standards these standards are broad and do not include performance criteria.</li> <li>• The current standards are not tied to evaluation.</li> <li>• Current system has little to no oversight.</li> </ul>	<ul style="list-style-type: none"> <li>• External evaluators will approve, regularly monitor, and evaluate programs.</li> <li>• Programs will continue to use the more global ISLLC standards but will supplement the standards with dimensions, functions, and indicators (currently under development) to identify skills, practices, and behaviors aspiring leaders should be able to demonstrate.</li> </ul>
<p><b>Recommendation 6:</b> Require programs meet performance standards consistent with a) TILS; b) the state program approval process; c) NCATE; d) state accountability and evaluation requirements; and e) current literature on best practices.</p>	<ul style="list-style-type: none"> <li>• Current system possesses inconsistent accountability and evaluation measures</li> </ul>	<ul style="list-style-type: none"> <li>• Redesign the principal preparation curriculum on the competencies shown by research to be necessary for raising student achievement.</li> </ul>
<p><b>Recommendation 7:</b> Completion of an advanced program in instructional leadership requires at a minimum for a candidate to a) develop a professional portfolio with evidence of meeting the TILS level required by the State Board of Education; b) receive a passing score on the SLLA; and c) use an exit evaluation in establishing a professional growth plan as part of a professional ongoing portfolio.</p>	<ul style="list-style-type: none"> <li>• There is no requirement for SLLA to complete the program.</li> <li>• There is no carryover from program to job.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous formative and summative standards-based evaluations of candidates' performance of core school leader responsibilities (using valid, reliable, and standardized instruments and procedures).</li> <li>• Required completion of a work sample that includes evidence of the new principal's skills and knowledge to lead a school to high levels of student performance.</li> </ul>

<p><b>Recommendation 8:</b> Implement the proposed principal induction program including the requirement for mentoring.</p>	<ul style="list-style-type: none"> <li>• The focus of the induction program was primarily evaluation.</li> <li>• No training was provided for the inductee.</li> <li>• There was no training or assistance for assistant principals who become principals.</li> <li>• New principal academies are limited in number.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of the new induction program will be high quality mentoring and collegial support. There will still be an evaluation component.</li> <li>• Strong district-program partnerships are required because districts and programs must collaborate to: <ul style="list-style-type: none"> <li>➢ select mentors</li> <li>➢ identify inductee training needs</li> <li>➢ jointly deliver training programs</li> </ul> </li> <li>• Small cohort groups of new principals will be involved in training sessions and other collegial activities.</li> <li>• Training will be provided for the inductee in selected areas of need. The training will be co-designed and co-delivered by district and program staff.</li> <li>• There will be training and mentoring available for assistant principals who become principals.</li> </ul>
<p><b>Recommendation 9:</b> Provide advanced level pay for completion of an advanced degree in administration or instructional leadership only after a Tennessee administrator's license or endorsement is received.</p>	<ul style="list-style-type: none"> <li>• The Five-year Statement of Eligibility can be renewed by either: <ul style="list-style-type: none"> <li>➢ Taking the assessments required for principal candidates.</li> <li>➢ Taking six graduate credit hours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All new principals will have successfully demonstrated content knowledge by having passed the new principal assessments within the last five years.</li> </ul>

<p><b>Recommendation 10:</b> Implement the proposed multi-level instructional leader/administrator licensure program.</p>	<ul style="list-style-type: none"> <li>• No clear alignment between M.Ed. or principal preparation programs and state Doctorate of Education programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Data will be available from stakeholders regarding the need for Doctorate of Education programs.</li> <li>• Specific criteria for advanced program approval will be set.</li> <li>• Approved advanced programs must be in alignment with approved master's and principal preparation programs.</li> </ul>
<p><b>Recommendation 11:</b> Require all professional development to meet the State Board of Education High Quality Instructional Administrator Professional Development Policy Guidelines for the approval and accountability processes for professional development required for the renewal of administrator certificates.</p>	<ul style="list-style-type: none"> <li>• Current professional development does not guarantee relevance or provide evidence that the professional development being offered is based on research.</li> <li>• Professional development providers are not required to demonstrate how the training will be evaluated for effectiveness nor are they required to show a method of on-going support.</li> <li>• Sufficient resources have not been adequately provided to monitor outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor a prescribed number of districts randomly on an annual basis to evaluate the effectiveness of their professional development for leadership.</li> <li>• Implement measures to ensure that professional development for principals is tied to the school/district improvement plan and/or district professional development plan and is reflected in the principal's Individual Growth Plan.</li> <li>• Align professional development standards and the TILS approval process with key principal behaviors.</li> <li>• Provide adequate human and fiscal resources to effectively monitor professional development and guarantee that it is linked to teacher effectiveness and student learning.</li> <li>• Revamp the district professional development coordinator training to include characteristics of research-based PD practices, strategies to evaluate PD offerings, and adult learning theory.</li> </ul>
<p><b>Recommendation 12:</b> Use a statewide electronic tracking system to approve and document the professional development of all instructional leaders.</p>	<ul style="list-style-type: none"> <li>• Tennessee tracks TASL academy participation.</li> <li>• Tennessee currently does not track professional development offerings for administrators and its subsequent effect on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Track professional development and growth choices of school administrators with links to current individual growth plans, school/district improvement plans, and student achievement data.</li> </ul>

**Attachment 6**  
Recommendations to TN State  
Board of Education

<p><b>Recommendation 13:</b> Develop an advanced level teacher leadership program that will lead to teacher leader licensure.</p>	<ul style="list-style-type: none"> <li>• There are no state standards for teacher leadership programs.</li> <li>• Currently there are no approved programs to improve teacher content and mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Create state standards for teacher leadership programs.</li> <li>• Develop teacher leader programs that focus on content and instructional practices.</li> <li>• Teacher leader programs must provide training and instruction that develops collaboration and expertise in building learning communities.</li> </ul>
<p><b>Recommendation 14:</b> Establish an interdisciplinary Professional Development Academy to offer specialized professional development for instructional leaders and school teams in chronically low-performing schools.</p>	<ul style="list-style-type: none"> <li>• No specialized training and support for school leadership teams.</li> <li>• Currently there is no Professional Development Academy specifically for chronically low-performing schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the school improvement planning process to aid low-performing schools and districts to more intentionally focus on the professional growth of school leadership teams.</li> <li>• The PD Academy will:               <ul style="list-style-type: none"> <li>➤ Have managing change as a priority skill;</li> <li>➤ Be interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources;</li> <li>➤ Support rigorous curriculum standards, with identified competencies, and cohort-based instructional methods that motivate and engage participants;</li> <li>➤ Focus on school-based learning experiences and problem-solving;</li> <li>➤ Blend theoretical and research knowledge with applied analytical skills; and</li> <li>➤ Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.</li> </ul> </li> </ul>

<p><b>Recommendation 15:</b> Resend survey on principal working conditions during Spring 2008.</p>	<ul style="list-style-type: none"> <li>Information about principal working conditions has often been generalized and not based on research.</li> <li>The Spring 2007 survey of principal working conditions provided significant evidence that principals believe their job is made more difficult by lack of staffing choices, lack of autonomy, and inadequate resources.</li> </ul>	<ul style="list-style-type: none"> <li>A follow up survey and focus groups will provide additional information and recommendations for policy makers.</li> </ul>

\* Approved upon first reading by the Tennessee State Board of Education on August 10, 2007.

*The Instructional Leadership Redesign Commission Recommendation:  
Instructional leadership professional development meet the State Board of  
Education High Quality Instructional Leader Professional Development Policy  
Guidelines. Further the Commission recommends tying instructional leader  
evaluation and licensure based on meeting identified performance standards.*

High Quality Instructional Leadership professional Development opportunities must be designed to meet the following criteria: directly linked to the Tennessee Instructional Leadership Standards; focused on *real*, specific needs; incorporating the use of available technology; embedded in everyday experiences that improve teaching and learning; and capitalize on the knowledge and expertise of the participants. In addition, professional development opportunities are to accommodate the total career span of administrators so that each individual can target his/her learning to develop specific instructional leadership practices in timely ways. A well-conceived and current continuum of professional learning opportunities (from Learning to Lead to Leading to Learn) are to be provided, evaluated for effectiveness, and revised over time so that they remain relevant and viable. These characteristics will distinguish effective, high quality professional learning from the traditional smorgasbord-type and strictly place-bound, face-to-face professional development.

Major guidance for designing professional learning experiences comes from The National Staff Development Council which recommends that all professional development activities address the professional context in which the learning occurs as well as incorporate high quality and relevant learning processes and content. The professional development for school leaders must be purposefully and thoughtfully designed. (<http://www.nsdc.org/standards/index.cfm>)

**Purposes of the Tennessee Instructional Leadership Professional Development Standards are designed to prepare instructional leaders to:**

- Improved student Learning;
- Improved performance of providing for continuous school improvement, creating a collaborative professional culture within the school, and partnering with the larger community to create and achieve a compelling vision for students' academic success; and
- Consistent modeling leader as learner and providing for a climate characterized as inclusive, supportive, trusting, focused, engaging, and motivating.
- Efficient performance of management tasks such as organizing, scheduling, budgeting, and maintaining productive school and classroom learning environments;

**Action:** Require, with oversight, assistance and guidance from the department of education, the development of a professional development network built collaboratively by school districts and Tennessee postsecondary institutions with instructional leadership programs to provide instructional leaders specialized, standards based professional development including:

- Focus on real-world learning experiences and problem-solving.
- Blend theoretical and research knowledge with applied analytical skills (research knowledge should be used to improve school practice).
- Managing and supporting change.
- Creating a nurturing school environment and improve interpersonal relations and communication.
- Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.
- Imbed the Tennessee Standards for leadership competencies

**Action:** Adopt the High Quality Instructional Administrator Professional Development Guidelines as policy strengthened in rule.

### **High Quality Instructional Administrator Professional Development Guidelines:**

*Professional development must be standards-based.*

The Leadership Curriculum for all school leaders must be aligned to the Tennessee Standards for Instructional Leaders. The standards are the focus of all professional development experiences for school leaders. The Leadership Curriculum is rigorous and engaging, but will guarantee that each school leader who successfully completes the curriculum will acquire the knowledge, skills, and dispositions to perform to expectations (or beyond) on all standards.

*Professional development must be results-driven.*

Professional development actively engages school leaders in their required work directly tied to their performance contracts and evaluation requirements. The result of the experiences is evidence or artifacts representing sample performance related to the Instructional Leadership Standards. [Examples could include results of analysis of student data, samples from the teacher evaluation or walk-through processes, activities engaged in to induct and mentor new teachers, professional development experiences designed to improve a specific instructional area of need such as writing.] Results-driven professional development is different from “seat time” or hours-driven credit.

*Professional development provides for continuous improvement of the school.*

Begin with the premise that the end or purpose of professional development for school leaders is to increase academic achievement and motivation to learn for students. The way to achieve this end is for school leaders to actively engage in professional learning to gain strategies that promote continuous progress on high priority school improvement goals. For example, action research focused on a priority school improvement goal designed collaboratively by the administrator and a team of teacher leaders is a powerful “hands-on,” practical professional learning experience. It results in greater understanding of content, research, use of data, and the change process. Increased efficacy and competence is gained by all participants through active learning by “doing.”

*Professional development links research and practice and must be embedded in the day-to-day work.*

Professional learning will incorporate the years of research on effective schools and classrooms and the practical experiences of successful school leaders across the country. School leaders will understand such critical actions as what leadership looks like in a school community with students at the center, how schools are organized so that students engage in meaningful work, what resources are needed, and how might time be managed to support the conditions for learning. The distinguishing characteristics of schools that “close the achievement gap” are at the center of discussions, activities, and networking.

*Professional development must addresses individual needs, occur over time, and provide for collaborative learning.*

Each module of the leadership curriculum is organized to meet the needs of adult learners and school leaders as they progress over time—from aspiring to novice to developing to exemplary. Therefore, professional development is long term (not “drive by,” one shot experiences) reflecting the value of life-long learning. The professional development modules represent a range of carefully organized experiences focused on current needs, which evolve over time. The opportunities occur in a cohort of school leaders to promote networking and varied perspectives. The leaders will also collaborate (face-to-face, electronically, or other technological means) with experienced school leaders (and teacher leaders) who serve as mentors, coaches, or critical friends.

Each school and school leader has different strengths, needs, opportunities, and barriers. Instructional leaders must become reflective as well as self-directive in aligning their professional learning with their needs and current situation. Professional development requires a careful and unique design to allow flexibility to ensure that it allows for these unique characteristics and will best meet individual needs.

*Professional development must be data-driven and improved based on formative and summative data.*

The professional development for instructional leaders must be evaluated on a formative and summative basis. Data are to be generated from a variety of sources to reflect what Guskey (2002) defined as higher order professional development evaluation levels focused on the use of new knowledge and skills to bring about organizational support and change and, most importantly, impact on student learning. Data generated are to be used for program improvement as well as to evaluate program outcomes.

High quality professional development should help bridge the gap between what the leaders are currently able to do and what they need to be able to do in order to provide opportunities for teachers and students to work towards meeting rigorous curriculum standards. The purpose of professional development, then, is to determine the current state of teaching and learning in any school and to identify research-based interventions and needed resources required to move the school and its leader to a higher level of performance.

**Intended outcomes of the Tennessee Instructional Leadership Professional Development:**

- Improved student learning;and
- Create a culture of continuous growth and learning; and
- Improved problem-solving and internal accountability for results;and
- Increased levels of the professional knowledge, skill, and dispositions to provide access to strong instructional leaders in every school; and
- Increased effectiveness and efficacy of instructional leaders;
- Increased retention of high quality instructional leaders;
- Increased retention of high quality teachers;
- Increased distributed leadership in all schools (created through building the capacity of all school personnel to become effective teachers and teacher leaders);
- Increased shared ownership and responsibility for students' academic progress and motivation to learn.

**Tennessee State Board of Education  
November 2, 2007**

**Agenda  
First Reading Item:**

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**Instructional Leadership Redesign  
High Quality Professional Development**

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**The Background:**

The best principal preparation programs cannot provide everything the effective principal will need to know and be able to do throughout his or her career – the job is just too big and complex. Principals who are effective instructional leaders must be lifelong, self-directed learners who have access to high quality relevant standards based professional development (PD).

The goals of the redesigned preparation and induction of new instructional leaders, the requirements for increased demonstrations of meeting performance standards and the goal of improved student learning require instructional leaders have the opportunity to continuously improve their practice. The present system of professional development for Tennessee's principals is inadequate. TCA 49-5-5703 requires attendance at the principal - administrator academy for instruction at least once every five (5) years after 15 years or more experience the requirement is suspended. Meeting the requirement currently requires 28 seat time hours every 2 years.

If the professional development is high-quality, meaningful, relevant and applicable to job responsibilities, instructional leaders it is time well spent. Professional development can not be measured by seat hours but by changes in practice and the improved competencies of the participants.

The Instructional Leadership Redesign Commission Proposes: Instructional leadership professional development meet the State Board of Education High Quality Instructional Leader Professional Development Policy Guidelines. Further the Commission proposes instructional leader evaluation and licensure be based on improved student learning and job performance.

**The Master Plan Connection:**

This item supports the State Board's Master Plan by providing for high quality instructional leadership. Good leadership leads to improved student learning and improved teacher job satisfaction. The importance of a well organized learning environment designed for student learning can not be over estimated.

**The Recommendation:**

The Instruction Leadership Redesign Commission requests the high quality instructional leadership professional development standards be accepted on first reading. SBE staff concurs with this recommendation.

**Tennessee State Board of Education  
November 2, 2007**

**Agenda  
Final Reading Item: IV. B.**

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**Education Leadership Redesign Commission**

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**The Background:**

All schools need effective instructional leaders who are well prepared and capable of leading the changes in curriculum and instruction that will result in higher levels of learning for all groups of students. They create a school culture of high expectations conducive to the success of all students. Effective principals use both qualitative and quantitative assessment data to guide the professional learning community in a cycle of continuous growth and improvement.

Effective school principals must be trained to model continuous professional growth. Leadership programs must provide principals the skills necessary to supervise, monitor, evaluate and support a professional staff. They must know how to develop dynamic leadership teams to share power, responsibility and ownership of the school mission. Effective principals must learn how to focus all school programs, procedures, and practices to support student learning. Effective instructional leaders are involved in the community and understand the culture of the students. Effective instructional leaders must celebrate diversity, understand and respect differences and ensure the school climate is a place all students can attain academic success.

In order for Tennessee to develop and maintain effective instructional leaders a whole system redesign is needed. The **Leadership Redesign Commission** was charged to: 1) recommend policies, practices and other specifications that will guide the redesign of the system of principal selection, preparation, licensure, evaluation and professional development; 2) design a plan for implementing this redesign; and 3) develop provisions for oversight of the implementation of a redesign initiative that changes every university preparation program in the state.

The commission and its task forces have worked hard and are ready to present recommendations. Included in the redesign products are a framework for the redesign and recommendations for rules and policies to support the change. Public Chapter 376 (HB 472, SB 570) laid the foundation. The workplace changes the bill addresses are a match to the task force's principal survey where principals identified barriers to their success. The bill requires changes

in principal accountability, working conditions, school improvement planning, principal evaluation, and differentiated pay plans. The bill requires a report on the effectiveness of higher education's educator preparation programs.

With the development of higher standards for students and greater accountability for schools, initiating serious changes to improve the preparation and support of school principals is essential. The state is responsible for ensuring a supply of high-quality leaders for schools.

The Commission's recommendations address the following questions regarding key components of the redesign. How are prospective principals chosen, prepared and licensed? What induction and professional development will principals receive to support and enhance their practice? What local conditions should be promoted to allow principals to lead successful schools?

**The Master Plan Connection:**

This item supports the State Board of Education's *Master Plan* by creating effective school leaders.

**The Recommendation:**

The Education Leadership Redesign Commission, THEC, and the SREB and SBE staff recommends that the State Board of Education adopt the Commission recommendations on final reading.

## RESOLUTION

Be it resolved, that the State Board of Education & the Tennessee Higher Education Commission appoint the members listed below to the Education Leadership Commission to build capacity at the state level, in partnership with local agencies and universities, to prepare effective school leaders. Be it further resolved that the commission shall:

1. recommend policies and standards to guide the redesign of the system of principal preparation, licensure, and professional development;
2. prepare an implementation plan for the new system; and
3. oversee implementation of the plan.

Dr. Gary Nixon, Chairman  
Dr. Robert Bell

Dr. Damon Cathey  
Dr. Linda Doran

Ivan Duggin  
Murfreesboro  
Dr. Jim Duncan  
Kim Fisher

Dr. Ric Hovda  
Dr. Carol Johnson  
Rep. Mark Maddox  
Dr. Paula Myrick-Short  
Martin Nash  
Mr. Kip Reel

Dr. Bob Rider  
Ms. Mary Rouse  
Dr. Valerie Rutledge  
Dr. Paul Stanton  
Univ.  
Mr. Cecil Stroup  
Selmer

Ms. Ellen Thornton  
Senator Jim Tracy  
Senator Jamie Woodson  
Dr. Duran Williams  
Rep. Les Winningham

Executive Director SBE  
President, Tennessee Technological  
University  
Principal, John Early M.S., Nashville  
Tennessee Higher Education  
Commission  
Principal, Holloway H.S.,  
Director of Schools, Lebanon  
Principal, Black Fox Elementary,  
Cleveland  
Dean, University of Memphis  
Director of Schools, Memphis  
General Assembly  
Tennessee Board of Regents  
Department of Education  
Tennessee Org. of School  
Superintendents  
Dean, University of Tennessee  
Sullivan East High School, Bluff City  
SBE Member  
President, East Tennessee State  
Principal, McNairy Central H.S.,  
Tennessee Business Roundtable  
General Assembly  
General Assembly  
Tennessee Education Association  
General Assembly

**Tennessee State Board of Education  
November 2, 2007**

**Agenda  
Final Reading Item: IV. B.**

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**Instructional Leadership Redesign  
Tennessee Instructional Leadership Standards**

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**The Background:**

All schools need effective instructional leaders who are well prepared and capable of leading the changes in curriculum and instruction that will result in higher levels of learning for all groups of students. Effective Instructional Leaders create a school culture of high expectations conducive to the success of all students. The Instructional Leadership Commission believes the proposed Instructional Leadership Standards (TILS) are the basis for the instructional leadership redesign. When adopted they will be used to align preparation, licensure, induction, evaluation and professional development in order to create a cohesive, well articulated, standards based-system of instructional leadership development.

With the development of higher standards for students and greater accountability for schools, initiating standards ensure a supply of high-quality leaders for are available.

Recommendation: All advanced programs in instructional leadership will be designed (or redesigned) by August 2009, based on the Tennessee Standards for Instructional Leaders. The standards are the basis for developing leaders that will:

- Provide for Continuous School and Professional Improvement.
- Create a Culture Based on High Expectations for the Teaching and Learning of All Students.
- Facilitates instructional practices based on assessment, data analysis and continually improve student learning.
- Provide for Continuous Professional Growth for Self and Others
- Manages the School and Resources
- Meet the highest ethical standards and promote advocacy.
- Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community

- Addressing diverse student needs to ensure the success of all students.

The standards include performance indicators and a glossary to ensure the standards are interpreted, implemented and measured in the same way.

**The Master Plan Connection:**

This item supports the State Board of Education's *Master Plan* by creating effective school leaders. The standards will provide the basis of the changes to improving the preparation, development and evaluation of Tennessee instructional leaders.

**The Recommendation:**

The Education Leadership Redesign Commission, THEC, and the SREB and SBE staff recommends that the State Board of Education adopt the Tennessee Instructional Leadership Standards on first reading.

**Agenda**  
October 19, 2007

10:00 a.m. – 12:00 a.m. Session I

- |       |  |  |
|-------|--|--|
| 10:00 | Gary Nixon -<br>State Board<br>of Education            | Greetings and Welcoming Remarks              |
| 10:15 | Kathy O'Neil -<br>Southern Regional<br>Education Board | The Partnerships: USDA, SDOE,<br>ETS, U of M |
| 10:30 | Reginald Leon Green -<br>University of Memphis         | The Pilot Sites - In Review                  |
|       | Eric Glover<br>East Tennessee State University         |  |
| 11:30 | Mary Jo Howland -<br>State Board<br>of Education       | Leadership Redesign Recommendations          |
| 12:00 | Monte Tatom -<br>Freed-Hardeman University             | Working Lunch – Institutional Group          |

1:00 p.m. – 3: 00 p.m. Session II

- |      |  |  |
|------|--|--|
| 1:00 | Monte Tatom -<br>Freed-Hardeman University | Institutional Group Report   |
| 2:00 | Larry McNeal -<br>University of<br>Memphis | Tennessee Professors of School<br>Administrators Organization: Where<br>do we stand? |
| 3:00 | Adjournment                                |  |

**East Tennessee State University**  
**Clemmer College of Education**  
**Department of Educational Leadership and Policy Analysis**

**K – 12 Administrative Endorsement Programs**  
**M.Ed., Ed.S. , or Ed.D. Levels**

**Begins Spring 2008**

**The ELPA Cohort Program**

The Administrative Endorsement program at East Tennessee State University is based upon a thematic, integrated curriculum presented in a cohort model in a carefully sequenced manner around six themes. The themes are:

Interpersonal Relations,  
Developing Learners through Instructional Leadership,  
Emerging Perspectives Influencing the School,  
Implementation Strategies: Making it Happen  
Professional Needs of Individuals and Groups, and  
Shaping the Quality and Character of the Institution.

The Standards for School Leaders, developed by the Interstate School Leaders Licensure Consortium (ISLLC), including their knowledge, dispositions, and performances, form the guiding principles of the program and are woven throughout the six themes of the program.

**A c t i v e   T e a c h i n g   a n d   L e a r n i n g**

One of the hallmarks of the program is active teaching and learning. Problem-based learning activities, simulation and role-playing activities, as well as presentations by practicing professionals in many areas are used throughout the program. There is also an emphasis on the use of technology as a teaching tool, as well as to enhance leadership effectiveness. Students are expected to be reflective and active learners able to demonstrate changes in their own leadership behavior over time.

**C o n f l u e n t   A c t i v i t i e s**

The administrative endorsement program includes a mandatory 540-hour internship during which the student participates in leadership activities in a variety of settings outside of her/his regular job description and work day. Students are encouraged to broaden their perspectives by participating in both regular and special education activities; to spend time working in elementary, middle, and secondary placements; to work with a central office administrator; and to include some contact with community agencies. Issues of diversity are also addressed during the internship.

Throughout the program students are asked to maintain reflective journals. Entries include reflections on class meetings as well as relevant activities outside of class. Students are encouraged to consider and reflect upon events that take place in their professional settings in light of concepts presented in class. They are encouraged to evaluate and monitor changes in their leadership behavior, attitudes, and beliefs that indicate professional and personal growth.

Each level of the program has its own culminating project. The development and presentation of an ePortfolio culminates the M.Ed. (ePortfolio presentation is also a requirement of the Ed. S. and Ed. D. Programs). Planning, implementation and presentation of an action research project culminates the Ed.S. program and the doctoral dissertation is the culminating activity for the Ed.D. program.

### **S e l e c t i o n**

Individuals will be selected to participate in the cohort program by means of a screening process which will include a review of credentials and four letters of recommendation, an extemporaneous essay, and an interview with a team which will include ELPA faculty members and a practicing K – 12 administrator.

Those selected will enroll in classes beginning in January, and will proceed through the program together for six semesters. Classes will meet during spring and fall semesters on Wednesday evenings, from 4:00 to 9:50 p.m.; and on Monday and Thursday evenings, from 4:00 to 10:10 PM, during summer sessions.

Individuals may enroll in the program to pursue the Master of Education degree, the Educational Specialist degree, or the Doctor of Education degree. GRE scores are required for admission to the Ed.D. program. Classes may include students in all three programs. Professors differentiate expectations and assignments for members of each degree group. Total Credit Hours Required:

M.Ed. 37 credit hours;

Ed.S. 44 credit hours;

Ed.D. 66 credit hours

During the final semester of the M.Ed. Program and the 36-semester-hour leadership core of the Ed.S. and Ed.D. programs, students may complete the state licensure examination and initiate the amendment of their teaching certificate to include the K – 12 administrative endorsement. The Certification Analyst in the College of Education and ELPA personnel will assist with the process.

## **A P P L I C A T I O N   A N D   C O N T A C T   I N F O R M A T I O N**

Applications for admission to the School of Graduate Studies may be obtained by calling (423) 439-4221, or may be downloaded from the ETSU website:

**[http://www.etsu.edu/gradstud/gradad/grad\\_app.asp](http://www.etsu.edu/gradstud/gradad/grad_app.asp)**

**Deadline for entrance into the 2008 Cohort is Nov. 1, 2007**

For additional information about the program please contact **Dr. Eric Glover, Program Coordinator**, at (423) 439-7566 / [glovere@etsu.edu](mailto:glovere@etsu.edu) Or **Betty Ann Proffitt**, [proffitb@etsu.edu](mailto:proffitb@etsu.edu) or (423) 439-4430

The Department of Educational Leadership and Policy Analysis home page may be found at:

**<http://coe.etsu.edu/departments/elpa>**

Additional information is available by viewing the graduate catalog on line at:

**<http://www.etsu.edu/gradstud/gradprog/education.asp>**

*East Tennessee State University is a Tennessee Board of Regents institution and is fully in accord with the belief that educational and employment opportunities should be available to all eligible persons without regard to age, gender, color, race, religion, national origin, disability, veteran status, or sexual orientation.*

# East Tennessee State University

## Administrative Endorsement Program

# Program Prior to Greene-King

- Selection process: 4 recommendations, written exam, interview with faculty
- Six 6 credit hour courses with unusual names
- Team teaching by tenure track and adjunct instructors (who are successful practicing administrators and graduates of our Ed. D. program)
- 540 hour internship
- Interactive instruction-minimal lecture, problem based simulation and role playing, individual and group case analysis, written and oral professional reflection

# Program Prior to Greene-King

- Final assessment based upon ISSLC standards
- Several unrelated field assignments-Community mapping, principal shadowing, school portraiture
- Pre, interim and post self assessment
- Largely unsupervised mentoring program

## Program changes

- Retained above and adding:
- More extensive selection process: Proof of prior leadership
- Partial final assessment based upon ISSLC/TN standards and demonstrated through student presentation of ePortfolio
- All cohort classes taught off campus/rotating to different schools each semester.

# Program changes

- Supervised internship: tailored to needs of student and district. Mentors are paid for additional work.
- Extensive field assignments designed to place groups of students working as organizational development specialists in real schools. Steps: Begins with community mapping, development of school portrait, development of improvement/change plans, presentation of recommendations to district/school leaders and faculty, and follow up.

# Important Lessons Learned

- **Opportunities for OPL**
  - supervised internship, ongoing extensive field assignments.
- **Emergent Design:**
  - Need for extensive ongoing faculty interaction- the source for creative program development and growth
  - Need for continuous adjunct faculty training

**Agenda**  
October 19, 2007

10:00 a.m. – 12:00 a.m. Session I

- |       |  |  |
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1:00 p.m. – 3: 00 p.m. Session II

- |      |  |  |
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| 3:00 | Adjournment                                |  |

## **The Redesign Initiative**

Participating in the SREB Redesign Project has been an informative and productive educational experience. As a result of participating in this project, the faculty and staff at the University of Memphis, in the Center for Urban School Leadership have been able to form partnerships with three school districts for initiating a redesign initiative.

This redesign initiative facilitated the creation of a vision for a new Leadership Preparation Program for the Department of Leadership inclusive of an enhanced selection process, curriculum redesign, and an instructional delivery mechanism that addresses what 21st century leaders need to know and be able to do. These initiatives address the SREB Critical Success Factors, the SREB Instructional Modules, and the Center for Urban School Leadership's 13 Core Competencies.

## **Program Activities**

In addition to these, redesign activities:

1. We made presentations to the Tennessee Redesign Task Force informing their work in constructing recommendations

for the redesign of leadership preparation programs for colleges and universities in the state of Tennessee.

2. We planned and hosted a meeting of all professors of educational administration in Tennessee colleges and universities to share with them the work that was going on in the pilot sites. Specifically, we shared how our work aligned with the redesign recommendations formulated by the redesign task force.

3. We hosted and facilitated a mentoring workshop and attended module sessions offered by SREB in Atlanta, Georgia. Both of which embellished the redesign initiative.

As a result of our participation as a pilot site, 15 individuals have acquired the capacity to lead 21<sup>st</sup> century schools in an outstanding manner, achieving results in the area of enhanced student achievement. The observation reports of the work of these students offer that they are strong teacher leaders playing a major role in school programs in general and instructional programs specifically. Their participation in this initiative is continuously enhancing their leadership capabilities to lead 21st century schools.

## **The Products Outcomes**

The products of this redesign initiative include:

1. A revised leadership preparation program that addresses selection, induction, instruction, mentoring and field-based practical experiences,
2. An enhanced curriculum for the Department of Leadership at the University of Memphis,
3. Four revised syllabi addressing the redesigned curriculum,
4. A mentoring handbook unique to leadership preparation for West Tennessee area schools, and
5. A set of recommendations that informed the Tennessee Redesign Task Force on effective program plans for leaders of 21st century schools.

# Center for Urban School Leadership

*Preparing Leaders for 21<sup>st</sup> Century Schools*

Department of Leadership  
College of Education

The University of Memphis

## The Center for Urban School Leadership

The Center for Urban School Leadership at the University of Memphis has embarked upon a bold innovative initiative.



# Leadership In Transition

## Traditional Preparation



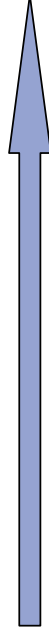
*The Department of Leadership is transitioning its traditional leadership preparation program to one that prepares leaders for 21<sup>st</sup> century schools.*

## Structured Lectures

## Preparing Leaders for Today's Schools

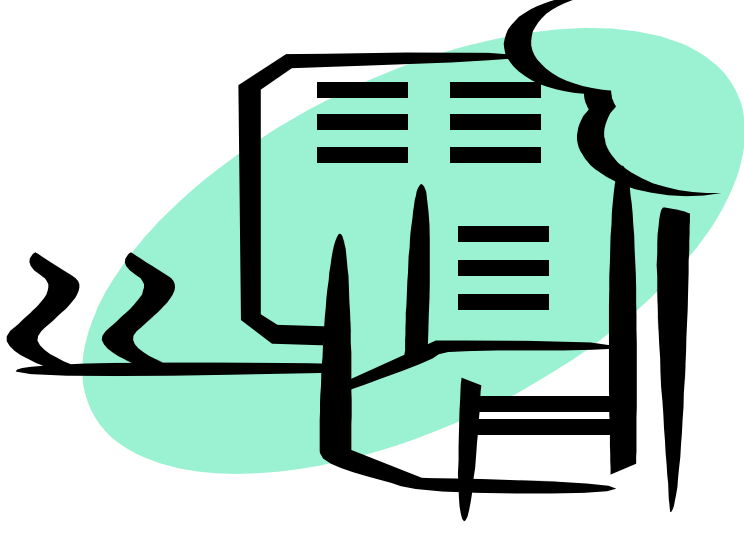


## Reflective Collaboration



# An Innovative Approach

- This new program is heavily embedded in research that reflects changes in society and in schools.
- It transforms into practice what the literature says leaders of today's schools need to know and be able to do in order to enhance student achievement; leaving no child behind.



## Responding to SREB

As one of two SREB leadership redesign pilot sites in the state of Tennessee, we are implementing:

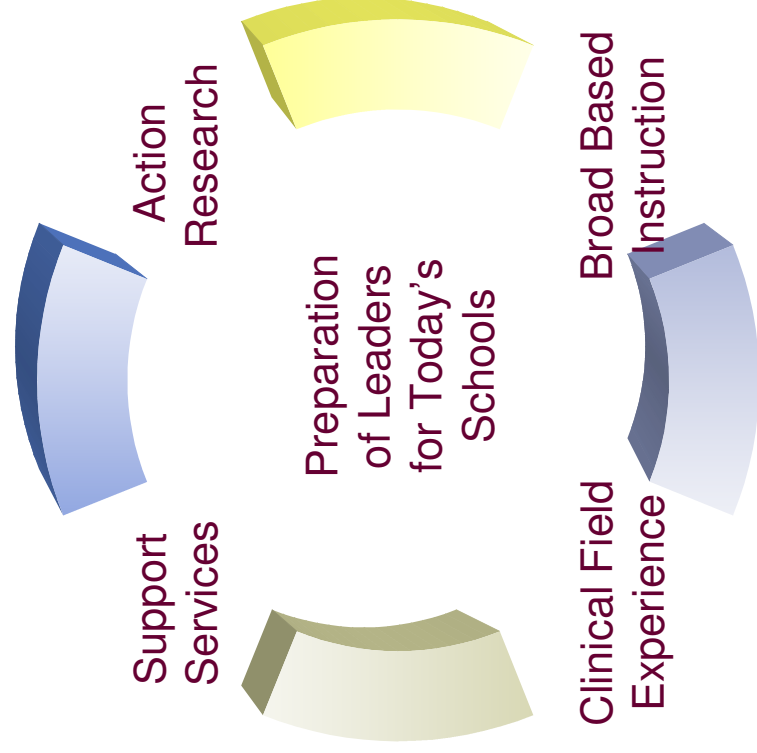
# The Leadership Scholars Program

## A 2-Year Leadership Enhancement Initiative

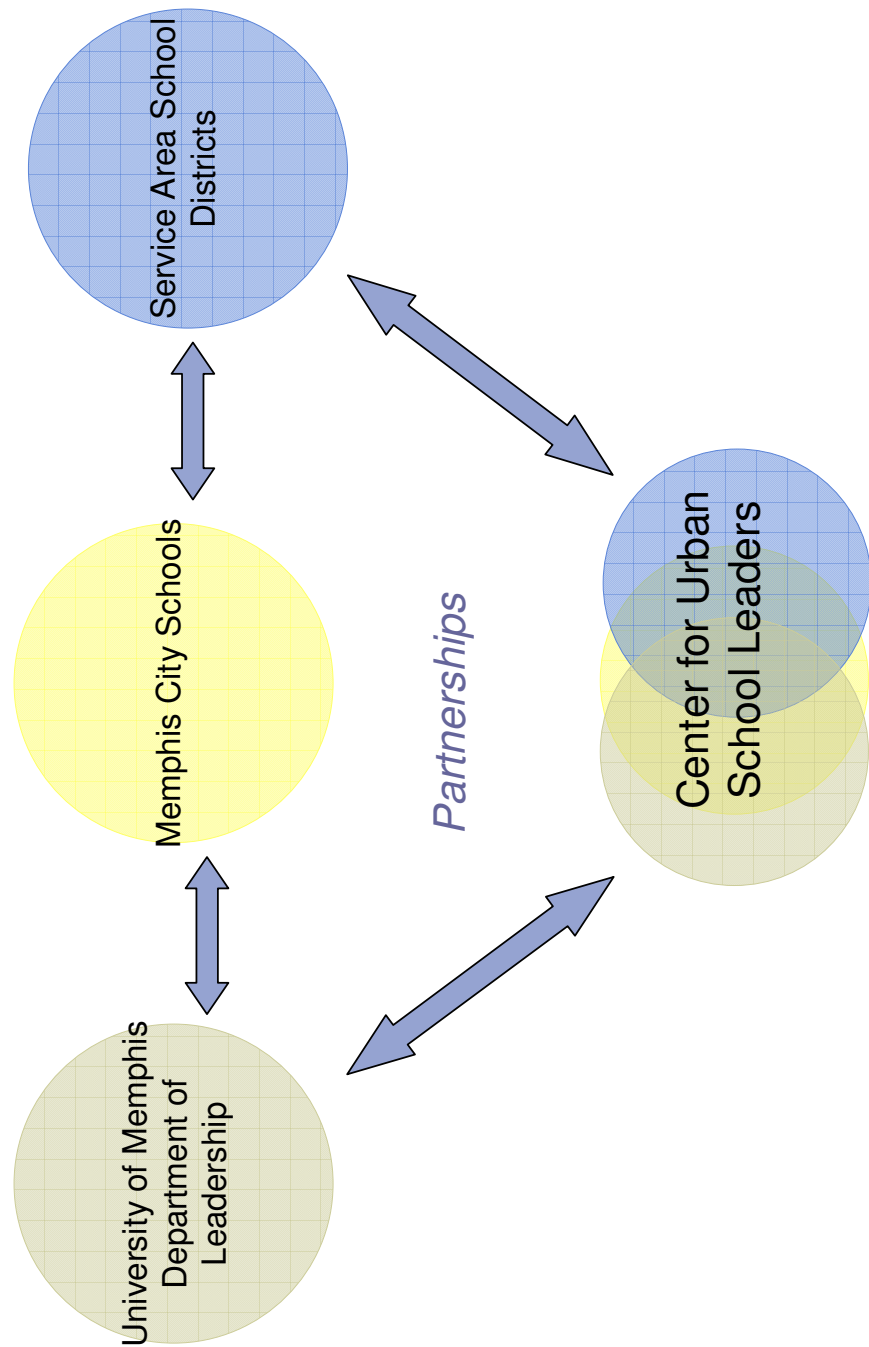


# Program's Purpose

The purpose of the Leadership Scholar's Program is to advance the preparation of educational leaders through university school district partnerships that foster:



# The Center for Urban School Leadership



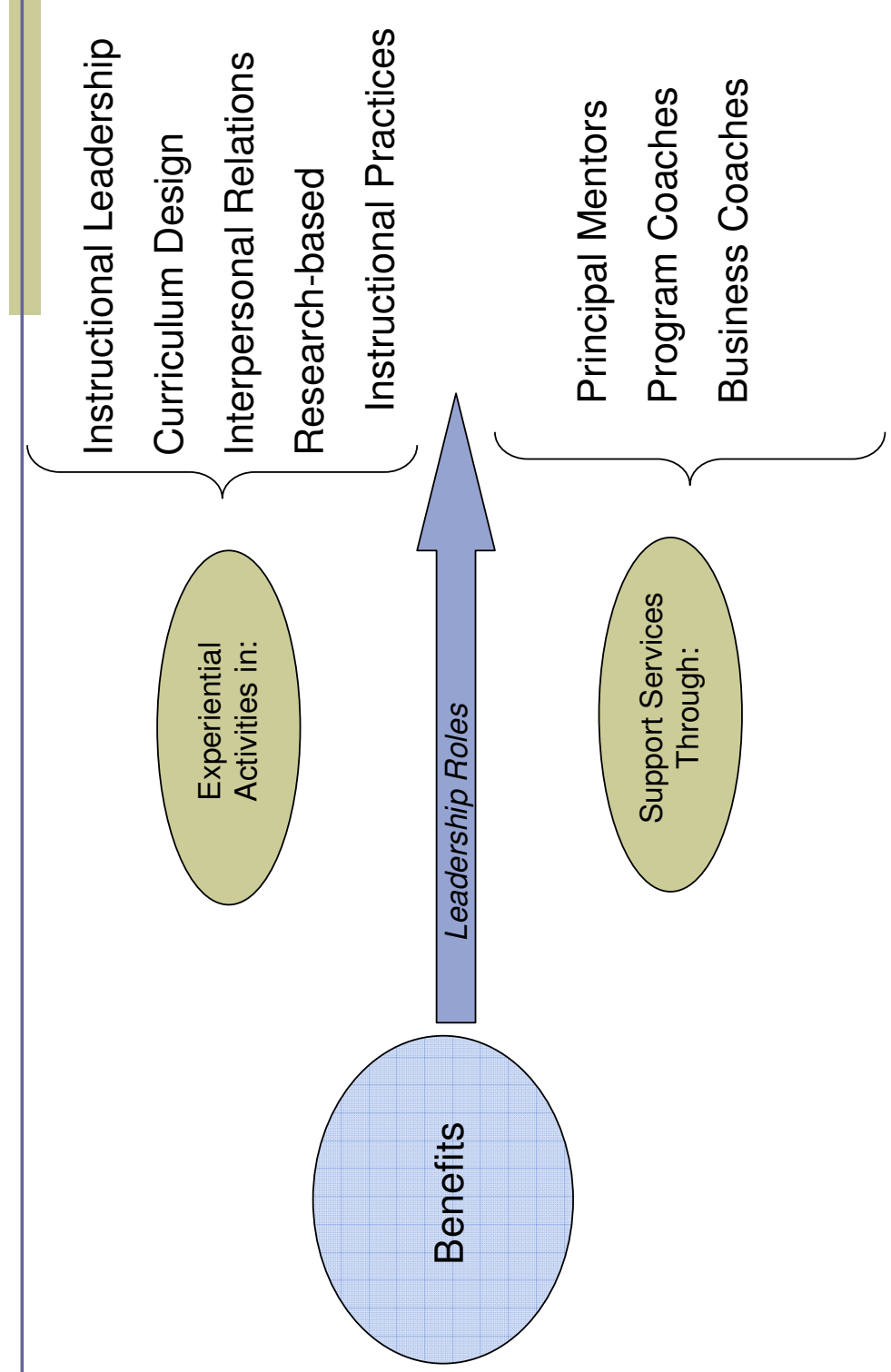
# The Leadership Scholars Program



The primary focus is  
on preparing  
leaders who are:

- Visionary
- Astute in instructional program design
- Skillful in analyzing data, and
- capable of building professional learning communities.

# Aspiring School Leaders and Practitioners

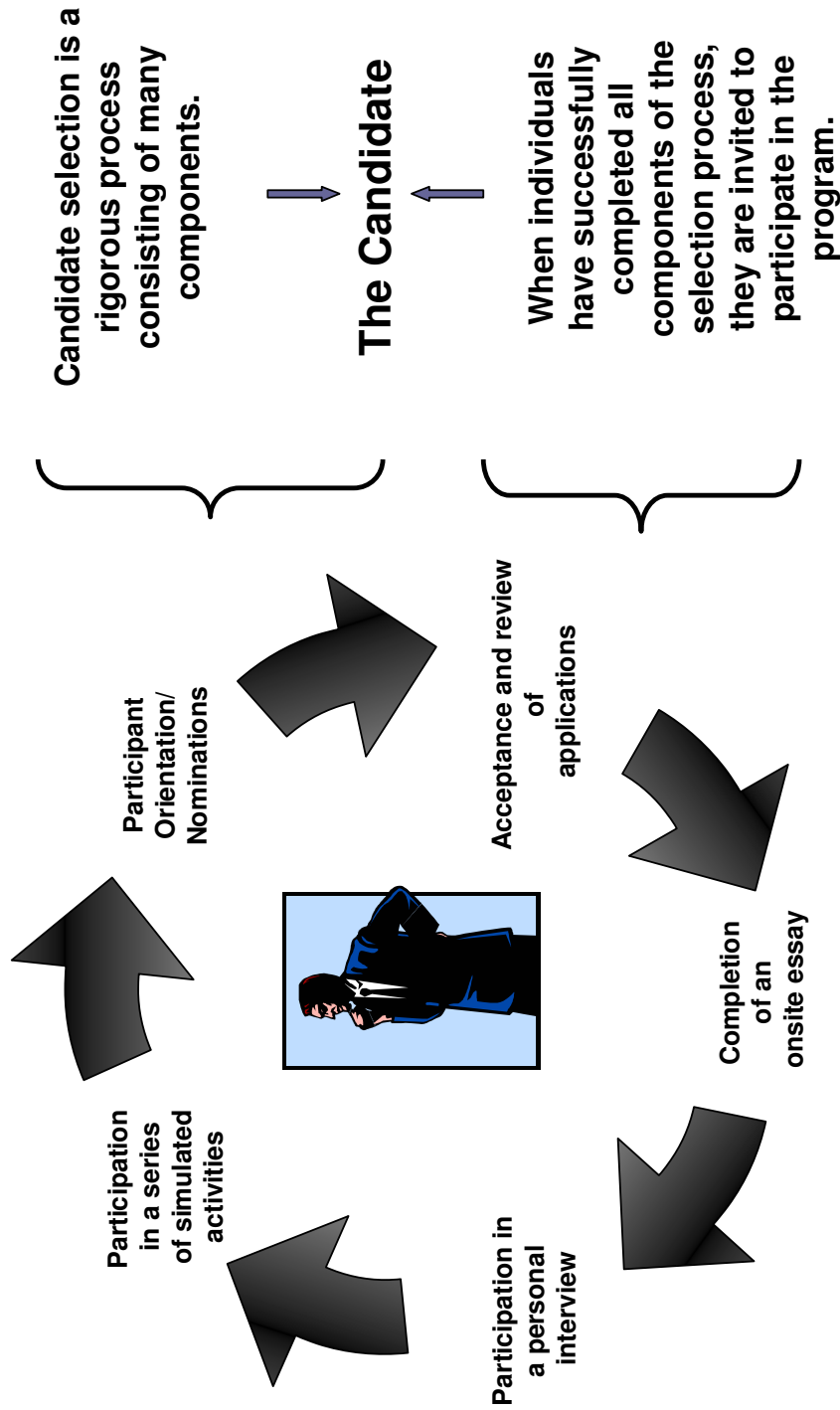


# Program Components

- A Rigorous Selection Process
- A Comprehensive Orientation Program
- A Multifaceted Integrated Curriculum
- A Culminating Experience



# The Selection Process



## Orientation-Induction

- Candidates are introduced to the community.
- Candidates participate in a 4-day, problem-based, team building, experiential activity.
- Candidates engage in an extensive observation/self assessment experience.
- Candidates complete a Self Assessment paper.
- Candidates facilitate the completion of a 360® Instrument.

# The Instructional Program

- The instructional program focuses on three (3) essential elements:
  1. *The style of the leader.*
  2. *The leader's ability to distribute leadership throughout the organization.*
  3. *The leader's ability to influence stakeholders to share responsibilities for school goal attainment.*

## Participant Data

- Data is used to inform decisions regarding program coaches and the development of an Individualized Leadership Enhancement Plan.
- Forms of data utilized:
  - Self Assessments
  - Application Information
  - 360®

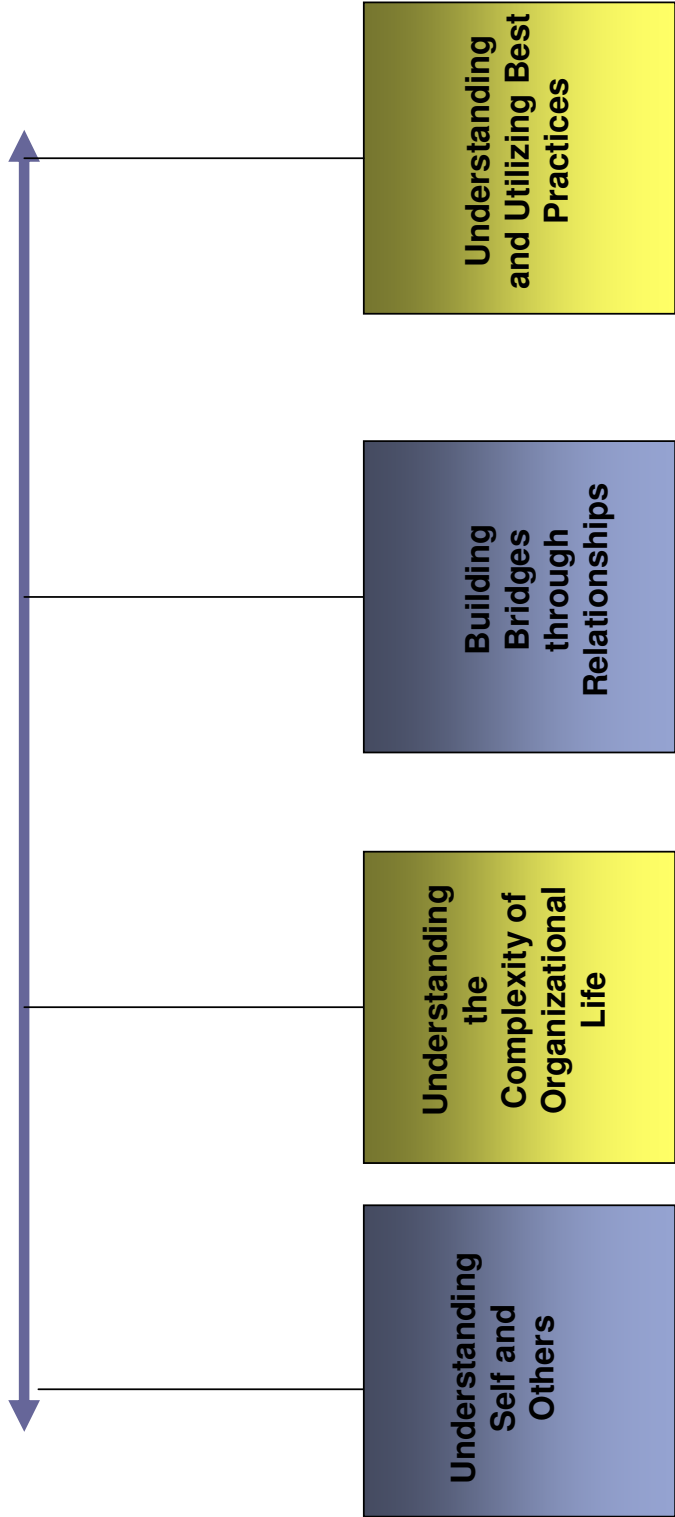
# The Individualized Leadership Enhancement Plan

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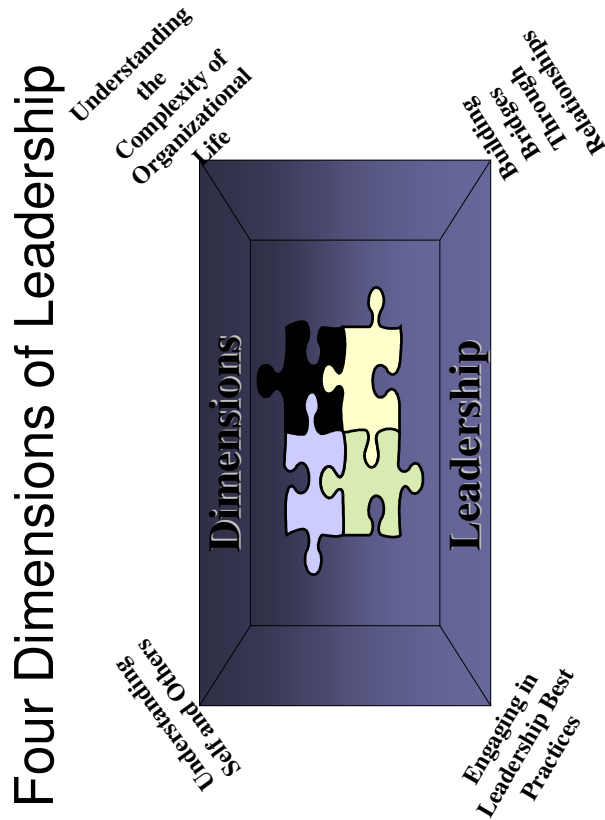
- The plan specifies the experiences that each participant needs to become an effective 21<sup>st</sup> century leader.
- The Self Assessment is based on the research-based 13 Core Competencies.

# The Curriculum

The curriculum consists of 12--3 hour courses offered in 6-hour blocks.



# The Four Dimensions of Leadership



# Course Content

Standards → Competencies → Accountability

- The content of the courses is informed by:
  - The Four Dimensions
  - The Six ISSLC Standards
  - The Tennessee Standards for Instructional Leaders
  - The Center for Urban School Leadership's 13 Core Competencies
  - The SREB Critical Success Factors

## The Center for Urban School Leadership's (CUSL) Thirteen Core Competencies

- |   |   |   |  |
|---|---|---|--|
| ■ | <b><i>Visionary Leadership:</i></b> Encourage faculty to display faith and trust in her/his directions and assist in the transformation process.  | ■ | <b><i>Establishing Learning Communities:</i></b><br>Encourage individuals to display mutual support for learning and performance, and affirm distribution of leadership throughout the organization. |
| ■ | <b><i>Unity of purpose:</i></b> Acquire the commitment of faculty to a single focus and the alignment of their behavior with activities that foster goal attainment.                      | ■ | <b><i>Organizational Management:</i></b> Outline processes to govern the workflow with effective communication and use of resources.   |
| ■ | <b><i>Instructional Leadership (teaching &amp; learning):</i></b> Design an instructional program using data-driven decisions coordinated in a manner that supports academic achievement. | ■ | <b><i>Collaboration:</i></b> Work in concert with others who may have diverse interests to enhance student achievement.  |
| ■ | <b><i>Curriculum and Instruction:</i></b> Implement curriculum focused on individual student needs.   |   |  |

## The Center for Urban School Leadership's (CUSL) Thirteen Core Competencies

- **Assessment:** Establish a valuation process with a built-in plan for student achievement.
- **Reflection:** Take time to think about professional practice with a focus on improvement.
- **Diversity:** Create an environment where inequities and inequalities are recognized and eliminated.
- **Inquiry:** Examine current research to identify best practices to use in responding to a specific situation.
- **Professional Development:** Engage in educational initiatives designed to keep professionals energized, motivated, informed, and eager to perform at high levels.
- **Professionalism:** Display behavior that conforms to the technical and ethical standards of the educational professional.

# Instructional Delivery

- Candidates demonstrate leadership capability by engaging in a 2-year Inquiry Group Project.



# The Internship

- Clinical field experiences during the final semester of the program enable participants to log experiences in schools, central administrative offices, local businesses, and community organizations.



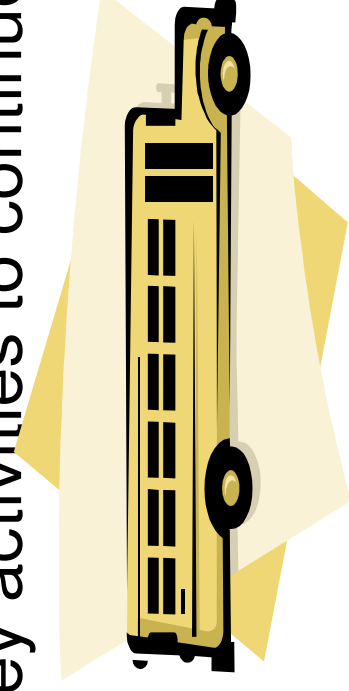
## Enabling Factors

- The real asset of the Leadership Scholars Program is the partnership which provides:
  - Financial support
  - Mentor support, and
  - Flexible scheduling



# Challenging Factors

- The traditional preparation program.
- Aligning human resources with the philosophical underpinning of the program.
- Negotiating the initial contract
- Maintaining an attitude with partners that will allow key activities to continue.



## The Outcome

- A Master's degree in School Leadership
- State of Tennessee principal's licensure
- Individuals are afforded the opportunity to become assistant principals, teacher leaders, central office staff, and other key leadership roles.

# Contact Us

The Center for Urban School Leadership

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# Center for Urban School Leadership

*Preparing Leaders for 21<sup>st</sup> Century Schools*

Department of Leadership  
College of Education

The University of Memphis

rlgreen1@memphis.edu,GLOVERE@mail.etsu.edu  
From: Kathy O'Neill <kathy.oneill@sreb.org>  
Subject: Conference Call Agenda

I will call at 11:00 EDT and 10:00 CDT- Reginald 901-850-2300 Eric 423-794-8447 If this is not correct please let me know ASAP

Kathy  
404-879-5529

1. Contracts and reimbursement for mentors- contact information, W-9 and mentors matched to candidates
2. Training for mentors- Memphis
3. Billing for tuition
4. Year 2 Calendar- joint meetings, individual meetings, redesigned curriculum and deliverables
5. Year 2 evaluation- Roy Forbes- interviewing candidates
6. Year 2 budget- mentors, tuition, redesign work and module training for school teams78.
- Module training- Oct 18-20 March 12-14 and on site for current leadership teams
8. Travel guidelines
9. Other items

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Agenda  
Mentoring Workshop  
Memphis, TN  
November 13-14, 2006

Day 1

7:45 - 8:30 Breakfast

8:30 - 9:00 Welcome and Introductions

Background of Module

Two hat work - trainers and participants

Overview of Materials for Trainers

Getting use to the module notebook

9:00 - 9:30 Welcome and Introductions

**Qualities of Effective Mentors**

9:30- 10:15 Basic Information about Mentoring

10:15 - 10:30 Break

10:30 - 11:00 Personal Motivation for mentoring - Zackery Book

11:00 - 11:30 Stories - Mentoring Behaviors, Skills, Knowledge and Experiences

11:30 - 12:00 Case Study - Read and Report

12:00 - 1:00 LUNCH

1:00 - 1:30 Ethics of Mentoring, Obstacles and Time Involvement

1:30 - 2:00 Creating a Mentor Development Plan

## Qualities of Effective Internships

2:00 - 2:45 Qualities of Effective Internships

2:45 - 3:00 Break

3:00 - 3:15 Reflections and Parking Lot Discussion

3:15 - 3:30 - Homework

3:30 - 4:00 Wrap up and Reflections

Agenda  
Mentoring Workshop  
Memphis, TN  
November 13-14, 2006

Day 2

8:00 - 8:30 Continental Breakfast

8:30 - 8:50 Benefits of Mentoring and Internships  
Reflections and Welcome Back

8:50 - 10:35 Developmental, Competency Based Activities  
8:50 - 9:30 Overview

9:30 - 10:35 Group Work and reporting out

10:35 - 10:50 Break

10:50 - 11:35 Obstacles and Roadblocks

11:35 - 12:35 Lunch

12:35 - 12:45 Recap - Questions for Trainers

**The Mentoring Process - Part I**

12:45 - 1:25 Effective Use of Mentor/Intern Meeting Time

1:25 - 2:45 Mentoring Process, Part One: Phases and Roles  
Planning for presentation 40 minutes

2:05 - 2:20 Break

Presentations

Preparing 10 minutes

Negotiating 10 minutes

Enabling 10 minutes

Closing 10 minutes

3:15 - 3:25 - Roles and Tools on the Journey

3:25 - 4:00 Reflections & Summary

**SREB Leadership Module**  
*Organizing the Learning Environment*  
Kingsport City Schools  
Greeneville City Schools  
East Tennessee State University  
November 16-17, 2006  
8:00-4:00

**Thursday, November 16<sup>th</sup>**

**Morning Session**

Registration

Getting Started

- Introductions
- Course Overview
- Module Goal
- Housekeeping

Framework for Organizing the Learning Environment

Organizing Time

Types of Work/Data on Display  
(Discussion of Prewrite)

**Lunch**

**Afternoon Session**

Time Management for Three Tasks

Study Group and Sharing

Problem Solving Model

Changing Time

Scheduling Student Time

Summary/Reflections on the Day/Learning Journal

Adjourn

**SREB Leadership Module—*Organizing the Learning Environment***  
**Day Two**  
**8:00-4:00**

**Friday, November 17<sup>th</sup>**

**Morning Session**

Introduction to Day Two/Review Reflections on the Day

Organizing Space: Physical Environment

Self-Evaluation: School Building Assessment Methods

Organizing People

How Teachers are Assigned

How Should They be Assigned

Moving Toward Student Achievement

**Lunch**

**Afternoon Session**

Moving Toward Student Achievement (continued)

Organizing Financial Resources

How Resources Affect Student Achievement

What Can We Control?

Summary and Homework Assignment

Reflections on the Day/Learning Journal

Adjourn

**TENNESSEE REDESIGN COMMISSION WORKSHOP  
NASHVILLE, TENNESSEE  
DECEMBER 4, 2006  
10:00 A.M. – 3:00 P.M.**

**DRAFT AGENDA**

**Goals:**

- 1) To inform and solicit input from Commission members about the progress being made with the Induction and Professional Development Task Force;
- 2) To gather commission members perceptions of the project and complete evaluation for 2006-7 USDOE grant reports;
- 3) To organize Working Conditions task force;
- 4) To review glossary developed to support standards work;
- 5) To decide actions needed to move Certification and Evaluation Task Force recommendations into policy as needed; and
- 6) Discuss what other areas can be developed for Masters Degrees if the Education Leadership program becomes more selective and limited in enrollment.

**10:00 Welcome and Introductions**

**Gary Nixon**

- New Members

**10:15 Review Progress of USDOE Grant**

**Kathy O'Neill**

- Review of Project
- Goals
- Change Framework
- Time Line

**10:30 Update from Standards Task Force**

**Mary Jo Howland**

- Update on Status of Standards Approval
- Present preview of Glossary
- Comments/Suggestions
- Commissions' Charge to the Task Force

**10:45 Update from Licensure and Evaluation Task Force**

**TF Representative**

- Recommendations for Licensure Change
- Recommendations for Evaluation
- Putting teeth in the system – Rules, Enforcement and Program Approval

- |              |  |                          |
|--------------|--|--------------------------|
| <b>11:00</b> | <b>Report from Induction and Professional Development Task Force</b>   | <b>TF Representative</b> |
|              | <ul style="list-style-type: none"> <li>• Review Commissions' Charge to the Task Force</li> <li>• Overview of Task Force Work</li> <li>• Necessary Changes to be Recommended</li> <li>• Comments/Suggestions</li> </ul>   |                          |
| <b>11:15</b> | <b>Nathan Roberts: How Is This Process Working in Other States</b>   |                          |
| <b>12:15</b> | <b>Lunch – Informal Questions and Answers from Commission to Nathan Roberts</b>  |                          |
| <b>1:15</b>  | <b>Reports from the field</b>  | <b>Kathy O'Neill</b>     |
|              | <ul style="list-style-type: none"> <li>• Selection and Preparation Task Force- East Tennessee State University, Greenville City, Kingsport, University of Memphis and Memphis City progress</li> </ul>   |                          |
| <b>1: 30</b> | <b>Charge and Organization of Working Conditions Task Force</b>  | <b>Gary Nixon</b>        |
|              | Need suggestions as to group membership  |                          |
| <b>1:45</b>  | <b>Work Schedule of Commission for 2006-07</b>   | <b>Gary Nixon</b>        |
|              | <ul style="list-style-type: none"> <li>• Who is not around the table or involved?</li> <li>• How do we work between meetings?</li> <li>• When and how often should we meet as a group, as attendance is essential?</li> <li>• Facilitation?</li> <li>• Technical support?</li> <li>• Next meetings: dates and focus of the work</li> </ul> |                          |
| <b>2:30</b>  | <b>Adjourn</b>   |                          |

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**Monday, January 22, 2007    SREB, 592 10<sup>th</sup> Street, NW, Atlanta**  
**Chairperson's Conference Room, Second Floor**

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**7:30 – 8:00 a.m.**

Registration check-in, continental breakfast

**8:00 a.m. – 12:00 p.m.**

What is a Culture of High Performance?

- Welcome and Introductions
- Overview of the Course
- Are We Succeeding With All Children?
- 4E Culture and Related Practices
- Case Stories

**12:00 – 1:00 p.m.**

Lunch

**1:00 – 5:00 p.m.**

*Trainers' Tips: How can you modify data for local training needs?*

- 1.
2. Who is Failing? What? How? When?
  - Data That Help Us See Who is Failing and How
  - Using Data to Improve School Culture
  - Identifying Red Flag Issues
  - Getting the Additional Data You Need
  - Planning for Homework

*Trainers' Tips: How can you modify prework/homework for local training needs?*

## Fostering a Culture of High Performance: Changing Practice by Using Data

Train-the-Trainer Workshop, January 22-24, 2007

### Tuesday, January 23, 2007

7:30 – 8:00 a.m.

Networking, continental breakfast

8:00 a.m. – 12:00 p.m.

*Trainer's Tip: How can you modify the training content and presentation based on immediate feedback from participants?*

How Does Our School's Culture Contribute to Student Success/Failure?

- Whole Group Review: How to Assess Culture
- Data Fair – Team Presentations
- Root Cause Analysis

*Trainer's Tip: How can you modify the training content and presentation for less knowledgeable and experienced training groups?*

12:00 – 1:00 p.m.

Lunch

1:00 – 5:00 p.m.

*Trainer's Tip: How you can energize training participants and relate activities to workshop content?*

Application: Analysis and Planning for New Practices

- Identifying Solutions
- Planning and Building a Vision
- Team Presentations
- Homework

3.

*Trainer's Tip: How you can modify the training content and presentation for more knowledgeable and experienced training groups?*

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### Wednesday, January 24, 2007

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7:30 – 8:00 a.m.

Networking, continental breakfast

8:00 a.m. – 2:00 p.m. (Lunch is planned 11 a.m. – 12:00 p.m.)

*Trainer's Tip: What can you do when your group faces implementation challenges and can't move forward with further training?*

Are We On the Right Track? How Can We Tell?

- Evaluation strategies
- Summary

4.

Additional Resources for Trainers

- Data Sources for Monitoring
- Dropout Intervention Sources

5.

*Trainer's Tip: How can you motivate decision-makers to be receptive to this training and its results?*

# *SREB Annual Leadership Forum:* **Creating a State System for Preparing Learning-Centered School Leaders**

## Forum objectives

1. To understand the type of leadership needed to achieve SREB regional and state goals for improved student achievement;
2. To understand the process for designing a state-wide learning-centered school leadership system, and how states are making progress; and
3. To understand the process for assisting districts to increase leadership capacity in low-performing schools, and creating conditions that enable principals to improve curriculum, instruction and student achievement.

## *Agenda*

**Thursday, May 10, 2007**

(location)

*8:00 a.m.*

*Registration and Continental Breakfast*

*8:30*

**Welcome and Comments**

David Spence, President, SREB

*(Alignment to college readiness standards, reading issues and completion issues)*

*8:45*

**Goals and Challenges for the 2007 Leadership Forum**

Gene Bottoms, Senior Vice President, SREB

*(A look at the region's status on Goals and the implications for school leadership (won't examine all 12 of the Goals) States will look at their own data tables (handout) and discuss as a team what actions might be needed re: improving school leadership)*

*Review of the 12 SREB goals and the region's status look at what's happening across the region)  
This will focus on the components of the system – what your system will look like when created successfully*

9:30

### **How Do You Know Your State is Building a Cohesive, Learning-centered School Leadership System?**

Betty Fry, Director of Research and Publications, SREB

*Use state report cards and highlight what this means for the legislative leader*

*Pull from the 2006 progress Report to talk about the indicators of a state system of redesign, what states have to do to achieve these. Call on 1-2 states to describe what they have done and segue into the State Redesign Process this way*

*This will focus more on the process for creating the system components. Items need to be qualified for the teams. Betty will cover standards and selection and preparation in her section. Kathy will qualify the commission and other items.*

10:15

### **Break – State Guiding Materials on Display**

10:30

### **State Team Work: Session A**

*Session Facilitator*

Kathy O'Neill, Director of SREB Learning-centered Leadership Program, SREB

*Kathy will map the process for state redesign of the leadership system, highlighting the 4 key elements.*

*Examining state progress on these key elements will be the focus of the team discussions.*

*Team Discussion Prompts:*

- *What is happening in my state to promote systemic reform of school leadership?*
- *What are the barriers to making it happen?*
- *What actions can we take to remove the barriers and make this happen?*

11:30

### **Report Out from State Teams**

*(During discussions ideas are charted on chart paper and then we have a gallery walk)*

12:00

*Lunch – Sit with participants from other states to gather and share information about what individual states are doing. Set up some way to force this – yellow dot table, blue dot table, red dot table, etc.*

1:00 p.m.

### **Systems in Place: What States Are Doing?**

Kathy O'Neill, Director of SREB Learning-centered Leadership Program, SREB

*Panel discussion with those who are going to do breakouts*

2:00 p.m.

*Breakouts (Team members attend different sessions)*

*KATHY – Cheryl kept better notes on this section than I did. I know GB wants to focus on four sessions, but I can't remember the titles for all of the sessions, and who will present in each. I have some things down, and they are below.*

*This section should consist of four strong break-out sessions. Each session will have a facilitator and 2-3 panelists to discuss how their state has made progress on this topic. Ideas:*

- a. *Selection and Preparation, Mentoring and Internships,*  
*Al – Auburn Team- Selection and Preparation University/district Partnerships*  
*WVA- Marion County and Fairmount University*
- b. *Mentoring and internships*  
*AR – Terri Dorrough*
- c. *Licensure and Evaluation ???*
- d. *???*

*Then AL- John Bell- Professional Development form Current School Leaders (Move to Friday?)*  
*TN- Kim Fisher- Changes in Licensure*  
*Or Mark Maddox- A Commission driven Approach to Redesign*  
*DE – Jackie Wilson- (LEAD) Leadership Evaluation or Succession Planning*  
*KY – Jeane Fiene- WKU (or Lynn Wheat from LEAD Jefferson County)*  
*Redsigned curriculum for school leaders*  
*MD- Standards- Creating an Instructional Leadership Framework to Focus Redesign on Student Achievement*

3:00

***Break – Browse Materials and Network***

3:15

**State Team Work: Session B**

**What Have We Learned from Other States that Might Help Us Move Forward on Redesign?**

**(Team members discuss the initiatives in each state and report out)**

*Session Facilitator*

Kathy O'Neill, Director of Improving School Leadership Initiative, SREB

States should use this time to work with their teams to report back on what other states are doing, and figure out what their own next steps should be. Where are they now, and what steps do they need to take to accelerate the process?

3:45 p.m.

**Team members report out**

4:00 p.m.

Conversations with Other States.

- select a list of topics participants might wish to talk about informally with each other
- post these at the beginning of the day on Thursday so participants have some time to think about what they want to talk about as they move through the day – they might even add several to the list if they wish
- ask someone who has some knowledge/facilitation skills to "Host" the conversation and assign a spot for the conversation to take place. The host could write his/her name at the top a chart and participants who wanted to discuss the topic could write in their names -

and of course anyone who wanted to join a conversation but didn't want to put their name on the chart could just go to the appropriate spot and participants could be free to roam from one conversation to another as they pleased

- schedule it at 4:00 to 5:00 and expect it to last at least an hour, but don't limit it; let them go on as long as the participants wish
- have voluntary, brief report-outs on the conversations at the opening of the program on Friday morning - not all might choose to report. Focus report-outs on What did we talk about, what were some of the issues we surfaced; promising practices; suggestions for how they might have future conversations

5:00 p.m.

*Adjournment*

5:30 p.m.

*Reception*

*(location)*

6:00 p.m.

*Dinner*

*(Discuss the work of the other Wallace grantees)*

*How Wallace Foundation Is Helping States and Districts Create Cohesive, Learning-centered Leadership System*

Richard Laine- Wallace Foundation

NOTE: We need to find some time on Thursday afternoon for a panel, led by Dr. Bottoms, to discuss alternative preparation programs. Can universities truly respond to the urgency for new leaders, or do we need to look at alternative programs?

Panel should consist of someone from New Leaders, someone from universities. Ideas for discussion:

GB would ask New Leaders what they can do that universities can't

Then ask university representative why they cannot accomplish things listed by New Leaders. What can they do that New Leaders can't?

Going back to New Leaders – You are looking at an average cost of \$X to train each leader. For the added cost, how do we know we're getting added value?

Basic theme of panel: *Do we need a new system?* Do we need to look at creating an entity affiliated with the university, but outside of the rules of the university, that could move more quickly on these issues?

8:00

*Adjournment*

## Friday, May 11, 2007

(location)

7:30 a.m.

### **Breakfast Buffet**

(location)

8:30

Reflections on Day 1-

Gene Bottoms

NOTE: New ideas for Day 2:

Yvonne will discuss what state departments are doing with districts and schools, instead of Wachovia information.

Bring in Charleston Superintendent, Monroe Superintendent, GLISI – get handouts from each person to pass out to participants.

Friday morning – do a “teaser” for the working conditions piece that Susan and Betty are developing.

8:45

*Guest presenter (Possibilities- Governor Riley, Debra Meyerson, Joe Murphy, Deb Page see final page) GLISI is a good idea here, since I will be using GA as the exemplar for the indicator on providing training and assistance to low-performing schools in the Progress Report.*

**(Maybe here we let GLISI present about how they are working with struggling school and district teams. We would not use them as a breakout then. This would be a good segue into what Yvonne is doing.)**

Try to get Gail Hulme for this.

9:30

**Questions and answers**

10:00

### **How Can States Support Learning-centered School Leadership?**

Yvonne Thayer, Director of Leadership Development, SREB

What can states do to help districts develop Learning-focused Leadership Teams in Low performing Schools?

What Can States Do to Increase Leadership Capacity in Low-performing Schools? - Yvonne Thayer

What Can Districts Do to Provide Conditions for Successful School Reform ?– Susan Walker

11:00

### **Break – Room Check-out and State Team Work: Session C**

*Session Facilitator*

Yvonne Thayer, Director of Leadership Development, SREB

*Team Discussion Prompts:*

- *What is our state doing to build leadership capacity in low-performing schools? What is our state doing to create the conditions that allow teams of leaders to succeed in low-performing schools?*
- *What actions are needed by our state and local districts to build leadership capacity in low-performing schools? What actions are needed by our state and local districts to create the conditions that allow teams of leaders to succeed in low-performing schools?*

11:45

**Summary of State Team Work**

Yvonne Thayer, Director of Leadership Development, SREB

12:00

**Closing Comments and Final Reports from States on Key Actions**

*Session Facilitators*

Gene Bottoms, Senior Vice President, SREB

Kathy O'Neill, Director of SREB Learning-centered Leadership Program

12:30

***Adjournment***

Possible speakers

**Governor Riley AL**

(Talk about how he has lead AL in their systemic reform)

Debra Meyerson -

**Where are some exemplary programs and practices that states might adopt? universities and states doing it right**

or

**Joe Murphy**

**Starting Redesign with Performance in Mind: What does a learning-focused school leadership evaluation look like?**

GLISI- Deb Page

**Agenda**  
**Leadership Professional Development Task Force**  
**February 26, 2007**  
**9:00 a.m. – 3:00 p.m.**

- I. Welcome
- II. Introduction
- III. Review Work of Other Task Forces
- IV. Quality Evaluation
- V. Indicators of Success
- VI. Matrix
- VII. Delivery Methods
- VIII. Adjourn

*Conference Call 2-28-2007 / Re: Report to SREB Commission on April 9, 2007*

866-262-1846 \*7677102\*

*Is someone scribing this call for us? No.*

*Participants?*

*Kathy O'Neill*

*Mary Jo Howland*

*Robbie Mitchell*

*Reginald Green – Univ of Memphis*

*Larry McNeal – Univ of Memphis*

As for the purpose of the call- we will be discussing the presentation to the Commission April 9 and of course anything else you would like to discuss.

You will have as much time as you need so look over the list and when we talk let me know how long you think it will take. You can use powerpoint or handouts or whatever works for you.

- 1) the composition of your redesign team, why they are on the team and the role they have played so far.  
*Who SHOULD be on the team?*
- 2) your recruitment and selection process and how is it different from what you used to do. What worked, what would you change and what would you recommend to others.
- 3) what courses have you changed, how are they different from the original courses and what faculty or adjuncts have you recruited or provided professional learning for to teach these different courses
- 4) how are the university and district collaborating to ensure meaningful field base experiences and internships. What works, what would you change and what would you recommend to others.
- 5) how were your mentors chosen, how were they trained and how is your process different from before.
- 6) what do you expect to have to share with the other universities and when will you be ready to share your experiences (The task force group is looking at setting a final date for recommendations to the commission and then to the state board at the end of this year. Your input on this will be essential.)
- 7) what recommendations do you have about how the program approval process will have to change to ensure that all universities are offering this kind of academic rigor and meaningful field experiences in their programs.
- 8) what recommendations do you have for the commission about policies and procedures that need to change to support this process you are going through and to provide what is

needed to prepare leaders in this way in all TN universities in the future. There needs to be funding for district mentor supplements.

Notes from call –

Kathy moderated.

Kathy - Purpose is to discuss the full commission meeting on April 9<sup>th</sup> – our report will be “front and center” of the meeting. Need to be prepared.

Composition of redesign team – need to stress this to highlight partnerships

M Jo – You need to bring people, cohort members or principals or faculty – you need to bring this to life for the commission. Need to hear from field – at this point they have just been reading – they need to really understand how this is working and how it’s different. Make legislators understand.

Rob – Pay subs from grant? Yes.

Reg – Pay travel from grant? Yes.

My note – Kelly? Linda?

Kathy – Have to remember you are making it live AND educating them. Stress the need for 1. Mentors and 2. Field based experiences.

Also give reality of what it takes to do it this way – smaller cohorts, requires partner with districts, high ed faculty position to monitor?

MJ – There will be people in higher ed who will use the information you provide to go back to their schools and convince their colleges to do it this way.

Reg – What kind of evidence do you mean?

Kathy – How does it look different? Viewpoint from mentor, principal, candidate, etc.

For higher ed, may also mean expanded degree offerings – curriculum specialist, master teacher, not all fall under ed leadership.

Kathy – At some point other universities will have to be made aware of this – when ready to call the other univ in?

Larry – have to remember that faculty members do not like changes on a short timeline, so dialogue should begin in the fall.

Kathy - A group already in place to act as catalyst?

Reg – Tn Assoc of Professors of Education Admin (??) – convene this group – Jane at MTSU – Memphis can oversee getting this group together in middle Tennessee.

Rob - Eric has to answer for us, I would think at least one full year.

Kathy – USDOE’s goal for grant is how many did we graduate and place that were prepared at a higher level of ability and readiness than before?

MJo – and impacts student achievement?

Kathy – no way to measure that in the grant cycle due to timeline. But SREB will follow and measure them in placements.

My note – can ETSU advocate for this change?

Larry – when will new TN standards be accepted?

MJo - passed on first reading – but probably not actually pass until end of first cohort

Reg – so these two univ are piloting the new standards?

Kathy – YES

My note – Tough to do in redesign when we didn’t have the standards to go by.

M Jo – eventually we can motivate higher ed by saying you’ll lose your program if you don’t change, but we need to be able to motivate for quality as well

Kathy – need to remember this is not prescriptive, every program won’t look exactly alike, but there are core elements that each program must have

Rob – so for April 9 th – format?

Kathy – panel discussion with a lead person from each univ – Moderator? - Kathy or Gary or Mary Jo –

M Jo – we are working on a MWPP format – Meeting Without Power Point – this needs to be “real people” – there will be a LOT of questions

Kathy – also have to remember to make sure they know what they’re talking / asking about

M Jo – there will be questions prepared beforehand – we will share – with this group – you may just say a few things, then end up taking questions the rest of the time

Kathy – want to tell a story, so order of questions is important.

Reg – handouts required? Can bring but not required, not a formal report.

M Jo – it’s more important that they understand how this is really working than that the presentation is slick

Agenda for April 9 will go out this week.

**Agenda**  
**Joint Meeting of the**  
**Administrator Standards Task Force**  
**and the**  
**Licensure & Evaluation Task Force**  
**March 1, 2007**  
**9:00 a.m. – 3:00 p.m.**

- IX. Welcome
- X. Introduction
- XI. Task Force Updates
- XII. Develop Time Line/Work Plan
- XIII. Align Standards with Licensure
- XIV. Licensure Process
- XV. Align Standards to Performance Evaluation
- XVI. Adjourn

**SREB Leadership Module—*Organizing the Learning Environment***  
**Day Three**  
**8:00-4:00**

**Monday, March 5<sup>th</sup>**

**Morning Session**

Review Game with Question Cards

Key Learning Points

Organizing Space, Part Two

Homework Debrief: Small Group Sharing/Team Presentations

- Space
- Time
- People
- Financial Resources

**Lunch**

**Afternoon Session**

Case Study

Summary and Portfolio Assignment

Wrap-Up Activity

Summary of Big Ideas

Evaluations/Learning Journal

Adjourn

**SREB Leadership Curriculum Module Training: March 12-14, 2007**  
**General Agenda**

**Sunday, March 11:**

7:00 pm - Presenter's Meeting, Jackson Room

**Monday, March 12:**

7:00-8:00 am - Registration

7:00-8:00 am - Continental Breakfast, Grand Ballroom Foyer

8:00-9:00 am – Overview Session, Salon B and C

9:00-11:30/12:30 - Training Sessions

10:00 am - Coffee Service available for breaks, Grand Ballroom Foyer

11:30-12:30 pm – Lunch group I, Lounge

12:30-1:30 pm – Lunch group II, Lounge

12:30/1:30-5:00 pm - Training Sessions

3:00 pm - Afternoon Break, Grand Ballroom Foyer

5:00 pm - Wrap-up meeting with Presenters

**Tuesday, March 13:**

7:00-8:00 am - Continental Breakfast, Grand Ballroom Foyer

8:00-9:00 am – Salon B and C

9:00-11:30/12:30 - Training Sessions

10:00 am - Coffee Service available for breaks, Grand Ballroom Foyer

11:30-12:30 pm – Lunch group I, Lounge

12:30-1:30 pm – Lunch group II, Lounge

12:30/1:30-5:00 pm - Training Sessions

3:00 pm - Afternoon Break, Grand Ballroom Foyer

**Wednesday, March 14:**

7:00-8:00 am - Continental Breakfast, Grand Ballroom Foyer

8:00-12:00 - Training Sessions

10:00 am - Coffee Service available for breaks, Grand Ballroom Foyer

12:00 - Lunch available, Grand Ballroom Foyer

2:00 pm - Adjourn

**AGENDA**  
**Instructional Leadership**  
**Working Conditions Task Force**  
**March 19, 2007**  
**9:00 – 3:00**

- I. Welcome and Introductions
- II. Background: Tennessee Leadership Redesign Commission
- III. The Change Framework
- IV. Research on Working Conditions
- V. Describe Ideal Working Conditions
- VI. Current Working Conditions for Administrators in Tennessee
- VII. Develop a Work Plan

F:\Mary Jo\Working Conditions Task Force\Agenda 3-19-07.doc vlb 3/9/07

## Providing Principals the Support to Improve Teaching and Learning

This survey asks you for your perceptions of the support for improving teaching and learning provided to school leaders by their districts. Please respond to each question considering all or most districts in your state.

### 1. Adequate resources to do the job are essential to effective leadership. What improvement is needed in your state to provide school leaders these resources?

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Quality staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely data and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate facilities and space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need-based resource allocations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Autonomy and accountability for results are essential to effective leadership. What improvement is needed in your state to give school leaders autonomy while holding them accountable?

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Ability to recruit, select and place teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to move and dismiss teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to distribute resources for school's needs and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability for school performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Opportunities for professional development throughout a principal's career are essential to effective leadership. What improvement is needed in your state to provide these opportunities?

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
School district commitment to professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time for leaders to participate in opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time for leaders to reflect on practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for collaboration and networking outside of the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. A district-wide focus on improving student learning is essential to effective leadership. What improvement is needed in your state for districts to provide

**this focus for their school leaders?**

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Clearly articulated mission and vision for the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals and objectives aligned to the district and tailored to the needs of each school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School boards committed to high achievement for all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District superintendents knowledgeable of curriculum, instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. District-level support for improving student learning is essential to effective leadership. What improvement is needed in your state for districts to provide school leaders support for improving student learning?**

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
School community support for improvement decisions made by school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board of Education support for improvement decisions made by school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central office support for improvement decisions made by school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher support for improvement decisions made by school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent implementation of district goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Clearly defined roles and authority are essential to effective leadership. What improvement is needed in your state for districts to clearly define the role and authority of school leaders in improving teaching and learning?**

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Clearly defined job expectations and instructional leader role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular feedback on job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication from the top down/bottom up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School board and district personnel who respect the authority of the school leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Zoomerang Survey Results

Providing Principals the Support to Improve Teaching and Learning

Response Status: Completes

Filter: No filter applied

May 24, 2007 3:18 PM PST

This survey asks you for your perceptions of the support for improving teaching and learning provided school leaders. Please respond to each question considering all schools and districts in which you've worked.

1. Having adequate resources to do the job is essential to effective leadership. What improvement is needed in your state to provide school leaders these resources?					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.		Significant improvement needed		Minor improvement needed	
		Improvement needed		No need to improve	
Adequate support staff		163 25%	291 45%	151 23%	34 5%
Incentives for teachers and administrators		231 36%	263 41%	102 16%	40 6%
Adequate facilities		126 20%	242 38%	189 29%	79 12%
Distribution of resources based on need		186 29%	245 38%	149 23%	55 9%
					8 1%

<b>2. Having autonomy while being held accountable for results is essential to effective leadership. What improvement is needed in your state to give school leaders autonomy while holding them accountable?</b>				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve No opinion
Ability to recruit, select and place teachers	151 23%	211 33%	178 28%	99 15% 4 1%
Ability to move and dismiss teachers	372 58%	166 26%	71 11%	33 5% 1 0%
Ability to distribute resources for school's needs and goals	107 17%	257 40%	194 30%	82 13% 3 0%
Accountability for school performance	116 18%	214 33%	193 30%	110 17% 10 2%

<b>3. Having opportunities for professional development throughout a principal's career is essential to effective leadership. What improvement is needed in your state to provide these opportunities?</b>				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve No opinion
School district commitment to professional learning	34 5%	143 22%	213 33%	251 39% 2 0%
Time for leaders to participate in opportunities	157 24%	232 36%	154 24%	97 15% 3 0%
Time for leaders to reflect on practices	163 25%	251 39%	164 26%	63 10% 2 0%
Opportunities for collaboration and networking outside of the district	172 27%	274 43%	130 20%	66 10% 1 0%

<b>4. Having a district-wide focus on improving student learning is essential to effective leadership. What improvement is needed in your state for districts to provide this focus for their school leaders?</b>					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Clearly articulated mission and vision for the district	50 8%	133 21%	220 34%	236 37%	4 1%
Goals and objectives aligned to the district and tailored to the needs of each school	70 11%	181 28%	222 35%	168 26%	2 0%
School boards committed to high achievement for all children	94 15%	159 25%	175 27%	210 33%	5 1%
District superintendents knowledgeable of curriculum, instruction	90 14%	124 19%	167 26%	253 39%	9 1%

<b>5. Having district-level support for improving student learning is essential to effective leadership. What improvement is needed in your state for districts to provide school leaders support for improving student learning?</b>					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
School communities support improvement decisions made by school leaders.	103 16%	205 32%	246 38%	83 13%	6 1%
Boards of Education support improvement decisions made by school leaders.	99 15%	174 27%	213 33%	147 23%	10 2%
The central office supports improvement decisions made by school leaders.	119 19%	152 24%	212 33%	152 24%	8 1%
Teachers support improvement decisions made by school leaders.	85 13%	199 31%	261 41%	92 14%	6 1%

6. Having clearly defined roles and authority are essential to effective leadership. What improvement is needed in your state for districts to clearly define the role and authority of school leaders in improving teaching and learning?					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed		Improvement I have no opinion needed		No opinion
Clearly defined job expectations and instructional leader role	76 12%	199 31%	117 18%	232 36%	19 3%
Regular feedback on job performance	63 10%	192 30%	117 18%	247 38%	24 4%
Communication from the top down/bottom up	117 18%	215 33%	97 15%	184 29%	30 5%
School board and district personnel respect the authority of the school leader	143 22%	171 27%	104 16%	187 29%	38 6%

**AGENDA**  
**EDUCATION LEADERSHIP REDESIGN COMMISSION**  
**Nashville, TN**  
**April 9, 2007**  
**9:30 a.m. – 2:00 p.m.**

- I. Welcome and Introductions**
- II. Review Progress of USDOE Grant**
  - Review of Project
  - Grant Time Line
- III. Review SREB Benchmark Report for TN and other SREB States**
- IV. Report from the Field**
  - Update from Selection and Preparation Task Force (Pilot Sites)
  - Panel Discussion: East Tennessee State University, Greenville City, Kingsport, University of Memphis and Memphis City progress
- V. Tennessee Leadership Redesign Timeline**
- VI. Lunch**  
**Questions and Answers from Commission to Task Force Chairs**
- VII. Task Force Reports**
  - Update from Standards Task Force
  - Update from Licensure and Evaluation Task Force
  - Update from Professional Development and Induction
  - Update from Working Conditions Task Force
- VIII. SREB State Leadership Forum May 10- 11, 2007**
- IX. Discussion about Commission Work**
  - Who is not around the table or involved?
  - How do we work between meetings?
  - When and how often should we meet as a group as attendance is essential?
  - Facilitation? Technical support?
  - Next meetings: dates and focus of the work
- X. Adjourn**

## Instructional Leadership Redesign

### Induction and Professional Development Task Force Update

Presented to the Commission: April 9, 2007

#### *Our Charge:*

In order for schools to have principals who are effective instructional leaders able to affect change in curriculum and instruction which will result in higher levels of learning for all students, our task force is charged with developing a plan that aligns with the performance standards and identifies the path of professional learning to mastery.

#### *Our Work:*

Our task force has met three times focusing on the following:

- Understanding the framework for and overview of Instructional Leadership Redesign
- Examining what actually occurs in Tennessee within this area (“what is”)
- Reviewing research based best practices (“what should be”)
- Looking at what other states are doing which are effective in the area of instructional leadership
- Began the discussion of the “gap” between “what is” and “what should be”
- Began initial work on a performance based framework utilizing a rubric design that will be aligned with the Tennessee Standards for Instructional Leaders

#### *Our Future:*

In the coming months, we expect to:

- Continue our review our study of best practices with regard to instructional leadership
- Further develop the performance based framework design
- Meet with the Licensure and Performance Evaluation Task Force
- Identify resources, training, and support necessary for the progression from novice leader to accomplished and beyond

Respectfully Submitted by: Dr. Sharon Roberts, Chair of Induction and Professional Development Task Force 4/9/07

**Agenda**  
**Leadership Professional Development Task Force**  
**April 27, 2007**  
**9:00 a.m. – 3:00 p.m.**

XVII. Welcome

XVIII. Review Work of Task Forces

XIX. Developing a Survey

XX. Organization of Literature

XXI. Matrix Development

XXII. Adjourn

SREB

LEARNING-  
CENTERED  
LEADERSHIP  
INITIATIVE

# *SREB Annual Leadership Forum:* **Creating a State System for Preparing Learning-centered School Leaders**

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## *Forum objectives:*

- ✓ *To understand the type of leadership needed to achieve SREB and state goals for improved student achievement;*
- ✓ *To understand the process for designing a statewide learning-centered school leadership system and assessing state progress; and*
- ✓ *To understand the process for assisting districts to increase leadership capacity in low-performing schools and create conditions that enable principals to improve curriculum, instruction and student achievement.*

## *Agenda*

**Thursday, May 10, 2007**

*Salons E, F, G & H, Atlanta Airport Marriott*

*8:00 a.m.*

*Registration and Continental Breakfast*

*8:30 a.m.*

**Welcome**

David Spence, President, SREB

*9:00 a.m.*

**Topic 1: Where Does Your State Stand in Achieving a Cohesive, Learning-centered School Leadership System?**

Gene Bottoms, Senior Vice President, SREB

Betty Fry, Director of Research and Publications, Learning-centered Leadership Program, SREB

*10:15 a.m.*

*Break – Browse Materials*

*10:30 a.m.*

**State Team Work A: Does Our State Have a Process for Creating a Cohesive, Learning-centered School Leadership System?**

*Session Facilitator*

Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

*Team Discussion Prompts:*

- *What obstacles are preventing our state from taking the learning-centered leadership redesign system to scale?*
- *How can we overcome these obstacles?*

*12:00 p.m.*

**Report Out from State Teams**

*Session Facilitators*

John Bell, Coordinator, Office of Leadership Development, Alabama Department of Education (*Salon A*)

Jeanne Burns, Associate Commissioner, Louisiana Board of Regents/Governor's Office (*Salon B*)

Gary Nixon, Executive Director, Tennessee State Board of Education (*Salons E-H*)

Phil Rogers, Executive Director, Kentucky Education Professional Standards Board (*Hartsfield Room*)

*12:30 p.m.*

***Lunch, Southside Lounge***

*1:30 p.m.*

**Topic 2: If We Level the Playing Field, Is There More Than One Way to Provide Quality Leadership Preparation?**

*Panel Facilitator*

Caroline Novak, President, A+ Education Foundation, Alabama

*Panel*

Fred Dembowski, Endowed Professor and Department Head, Educational Leadership & Technology,  
Southeastern Louisiana University

Billy Kearney, Executive Director, Memphis, New Leaders for New Schools, Tennessee

Margaret Kelliher, Director of Professional Development, Meline Kasparian Professional Development Center,  
Springfield Public Schools, Massachusetts

2:30 p.m.

**Topic 3: What Steps Have Other States Taken to Prepare Learning-centered School Leaders? Getting the Conditions and Core Components Right**

(Breakout Sessions)

**A. Leadership Standards (*Salon A*)**

*Panel Facilitator*

Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB

*Panel*

Debbie Daniels, SAELP Director, Kentucky Department of Education

Mary Gunter, Education Leadership Coordinator, Arkansas Tech University

Tom Shortt, Executive Director, Virginia Association of Elementary School Principals

**B. Selection and Preparation (*Salon B*)**

*Panel Facilitator*

Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

*Panel*

Ann Duffy, Policy Director, Georgia's Leadership Institute for School Leadership

Jim Phares, Superintendent, Marion County Schools, West Virginia

Nathan Roberts, Director of Graduate Studies in Education, University of Louisiana at Lafayette

Lynn Wheat, Director, Administrator Recruitment & Development, Jefferson County Public Schools, Kentucky

**C. Mentoring and Internships (*Salons E-H*)**

*Panel Facilitator*

Betty Fry, Director of Research and Publications, Learning-centered Leadership Program, SREB

*Panel*

Betty Alford, Chair, Department of Secondary Education and Educational Leadership, Stephen F. Austin University, Texas

Cheryl Gray, Coordinator of Leadership Curriculum Development and Training, Learning-centered Leadership Program, SREB

Sharon Southall, Assistant Vice President for Teacher Quality & Leadership, University of Louisiana System

**D. Licensure, Professional Development and Evaluation (*Hartsfield Room*)**

*Panel Facilitator*

John Bell, Coordinator, Office of Leadership Development, Alabama Department of Education

*Panel*

Troyce Fisher, SAELP Grant Director, Iowa Department of Education and School Administrators of Iowa

Mary Jo Howland, Deputy Executive Director, Tennessee State Board of Education

3:30 p.m.

**Break – Browse Materials**

3:45 p.m.

**State Team Work B: What Have We Learned from Other States that Might Help Us Move Forward on Redesign?**

*Session Facilitator*

Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

*Team Discussion Prompts:*

- *What have we learned from other states?*
- *What do we need to apply to our own state and what can we use from what we've learned?*
- *What will we need to put the necessary steps into place, both immediately and long-term?*

4:30 p.m.

**Conversations with Other States**

*Participants are encouraged to use this time to converse with other state teams and collaborate on methods for creating a system for preparing learning-centered school leaders, challenges to creating such a system and methods for overcoming these challenges.*

5:30 p.m.

**Reception, Southern Ballroom**

6:00 p.m.

**Dinner, Southern Ballroom**

**Topic 4: Preparing School Leaders to Lead Learning**

*Session Facilitator*

Gene Bottoms, Senior Vice President, SREB

*Presenter*

Richard Laine, Director of Education, The Wallace Foundation

*A new study commissioned by The Wallace Foundation provides evidence that exemplary school leader training programs produce more diverse principals who are more focused on instruction and are more committed to serving high-needs students. This presentation will highlight key findings of the report, which sheds more light on the features, qualities and costs of effective school leader training programs. Additionally, as a spokesperson for the national Wallace initiative of improving leadership, Richard will provide lessons being learned and examples of actions states and districts are taking to improve the training of school leaders and the conditions in which they work.*

8:00 p.m.

**Adjournment**

**Friday, May 11, 2007**

*Salons E, F, G & H*

*7:30 a.m.*

***Breakfast Buffet, Southside Lounge***

*8:30 a.m.*

**Reflections on Day One by State School Superintendents and Legislators**

*Panel Facilitator*

Gene Bottoms, Senior Vice President, SREB

*Panel*

Hank Bounds, State Superintendent of Education, Mississippi

David Cook, State Representative, Arkansas House of Representatives

Jon Draud, State Representative, Kentucky House of Representatives

Sandy Garrett, State Superintendent of Schools, Oklahoma

*9:00 a.m.*

**Topic 5: Getting the Policies, Incentives and System Right: What States and Districts Can Do to Help Well-trained School Leaders Improve Student Learning**

*Panel Facilitator*

Gene Bottoms, Senior Vice President, SREB

*Panel*

Billy Cannaday, Superintendent of Public Instruction, Virginia Department of Education

Richard Laine, Director of Education, The Wallace Foundation

Susan Walker, Research Associate, Learning-centered Leadership Program, SREB

*10:00 a.m.*

***Break – Browse Materials***

*10:15 a.m.*

**Topic 6: How Can States Build and Support Leadership Capacity in Low-performing Schools?**

*Panel Facilitator*

Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB

*Panel*

Mark A. Bounds, Deputy Superintendent, Division of Educator Quality and Leadership, South Carolina Department of Education

Reginald Green, Director of the Center for Urban School Leadership, University of Memphis, Tennessee

Nancy McGinley, Chief Academic Officer, Charleston County School District, South Carolina

*11:00 a.m.*

**State Team Work C: Where Does Our State Stand in Building Leadership Capacity to Improve Low-performing Schools? Development of Action Steps**

*Session Facilitator*

Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB

*12:00 p.m.*

**Summary of State Team Work**

*Session Facilitator*

Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB

*12:15 p.m.*

**Closing Comments**

Gene Bottoms, Senior Vice President, SREB

Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

*12:30 p.m.*

***Adjournment***

# About the SREB Learning-centered Leadership Program

SREB's aim is to create leadership programs that prepare aspiring principals and school leadership teams to aggressively lead improvement in curriculum, instruction and student achievement. The Leadership Program stimulates and supports states in this effort through these major activities:

- Conducting research on the preparation and development of school principals and preparing benchmark reports that track the progress of SREB states in achieving the *Challenge to Lead* goal: *Every school has leadership that results in improved student performance—and leadership begins with an effective school principal.*
- Developing training modules that support aspiring principals' preparation and current principals' on-the-job application of knowledge and practices that improve schools and increase student achievement, and preparing trainers to deliver the modules through university preparation programs, state leadership academies and other professional development initiatives.
- Providing guidance and technical assistance to states interested in leadership redesign and keeping policy-makers aware of the urgency for change, spurring them to action and maintaining momentum by convening annual forums and disseminating publications focused on key issues.
- Assisting states to develop policies and plans for providing high-quality training and assistance to leadership teams in low-performing schools that result in improved school and classroom practices and increased student achievement.

The Leadership Program is supported by these staff members:

Gene Bottoms, Senior Vice President  
Kathy O'Neill, Director, Learning-centered Leadership Program, SREB  
Betty Fry, Director of Leadership Research and Publications  
Yvonne Thayer, Director of Leadership Development  
Cheryl Gray, Coordinator of Leadership Curriculum Development and Training  
Susan Walker, Research Associate  
Emily Snider, Administrative Assistant/Editor  
Ashley Brookins, Administrative Assistant

## SREB Critical Success Factors for School Leaders

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Through literature reviews and research data from its own school reform initiatives, SREB has identified 13 **Critical Success Factors (CSFs)** associated with principals who have succeeded in raising student achievement in schools with traditionally “high risk” demographics. These factors, organized under three overarching competencies, are the driving force for the work of SREB’s Learning-centered Leadership Program.

*Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.*

- CSF 1. **Focusing on student achievement:** creating a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- CSF 2. **Developing a culture of high expectations:** setting high expectations for all students to learn higher-level content.
- CSF 3. **Designing a standards-based instructional system:** recognizing and encouraging good instructional practices that motivate students and increase their achievement.

*Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.*

- CSF 4. **Creating a caring environment:** developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
- CSF 5. **Implementing data-based improvement:** using data to initiate and continue improvement in school and classroom practices and in student achievement.
- CSF 6. **Communicating:** keeping everyone informed and focused on student achievement.
- CSF 7. **Involving parents:** making parents partners in students’ education and creating a structure for parent and educator collaboration.

*Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.*

- CSF 8. **Initiating and managing change:** understanding the change process and using leadership and facilitation skills to manage it effectively.
- CSF 9. **Providing professional development:** understanding how adults learn and advancing meaningful change through quality sustained professional development that leads to increased student achievement.
- CSF 10. **Innovating:** using and organizing time and resources in innovative ways to meet the goals and objectives of school improvement.
- CSF 11. **Maximizing resources:** acquiring and using resources wisely.
- CSF 12. **Building external support:** obtaining support from the central office and from community and parent leaders for the school improvement agenda.
- CSF 13. **Staying abreast of effective practices:** continuously learning from and seeking out colleagues who keep them abreast of new research and proven practices.



## **2007 Center for Urban School Leadership Building Leadership Capacity for Effectiveness**

**Friday, May 18, 2007, 9:15 a.m. - 11:15 a.m.  
The Workshop Series**



### **Building Learning Communities through Instructional Leadership**

Dr. Kathy O'Neill, Director, Leadership Initiative

#### **ROOM W116**

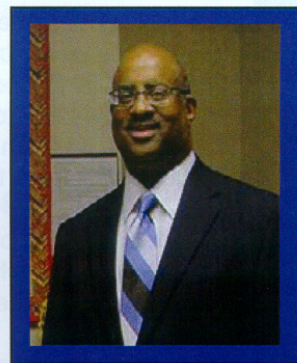
This session is designed to share research about the critical success factors exhibited by school leaders who have contributed significantly to school improvement and increased student achievement during these times of greater accountability and higher standards. School improvement strategies and success stories will be included. Participants will leave with improvement ideas for building learning communities in their own schools and school systems.

### **Transforming Schools Through Leadership (Systemizing, Synchronizing, Sustaining, and Succeeding)**

Mr. Michael A. Pitts, Executive Director- School Reform Team 2  
Atlanta Public Schools

#### **ROOM W115**

This workshop is centered around the development of competent systems that require several significant shifts/ from unconnected thinking to systems thinking, from an environment of isolation to one of collegiality, from perceived reality to information-driven reality, and from individual autonomy to collective autonomy and collective accountability.



### **Designing a School Community Public Relations Program**

Ms. Kelley Evans, Project Assistant and Public Relations  
Coordinator, Center for Urban School Leadership

#### **ROOM W112**



Public relations and marketing communications are valuable in internal and external support. The main goal of public relations is to give a clear explanation of issues and to handle crises in a professional manner. In a large public school system stake holders need to feel comfortable with quality public relations to build trust and confidence for school programs. This session will provide public relations techniques that can be used to establish two way communications between your school and your public.

# Center for Urban School Leadership

presents

## Fourth Annual Leadership Conference



### Building Leadership Capacity for Effectiveness

#### CONFERENCE AT-A-GLANCE

**Friday  
May 18, 2007**

7:30 - Registration  
Continental Breakfast

8:00 a.m. - The Outstanding Leadership Series  
Five Fellows now serving as principals or school district  
leaders will share their success stories.

9:15 a.m. - The Workshop Series  
Four stellar educators will share research-based  
leadership strategies.

11:30 - 12:45 - Lunch on Your Own

1:00 p.m. - The First General Session  
Keynote Speaker  
*Clifton Taulbert*

"Eight Habits of the Heart for Educators"

2:45 p.m. - Concurrent Sessions  
Fellows will present their year-long inquiry projects.

6:45 p.m. - The Awards Banquet  
Keynote Speaker  
*Dr. Dudley Flood*

#### TASL Credit

Participants who attend **BOTH DAYS**  
will receive 16 Hours of TASL Credit

Further details are available at website  
<http://leadership.memphis.edu/CUSL>  
or

Call (901) 678-2593

**Saturday  
May 19, 2007**

7:30 a.m. - Registration

8:00 a.m. - Continental Breakfast

8:30 a.m. - The Third General Session  
Keynote Speaker  
*Susan Bunch*

TN Assistant Commissioner of Education

10:15 a.m. - Concurrent Sessions  
Fellows will make presentations from their visits to the  
NASSP and NAESP conventions.

Invited presenters will offer research-based  
educational practices.

11:45 a.m. - The Closing Luncheon

#### Pre-Registration Fees (NOTE: fees must be received no later than May 11, 2007)

One day fee — Friday, May 18, 2007 or Saturday, May 19, 2007 - \$65.00 per person

Registration fee includes admission to all sessions, materials, continental breakfast,  
lunch and dinner.

\*Schools that pre-register 10 or more individuals for two days can register for a  
discount of \$100.00 per person.\*

Both conference days Friday and Saturday, May 18 and May 19, 2007-\$130 per  
person.

#### On Site Registration Fees

One day fee — Friday, May 18, 2007 or Saturday, May 19, 2007 - \$70.00 per person

Registration fee includes admission to all sessions, materials, continental breakfast,  
lunch and dinner.

Both conference days Friday and Saturday, May 18 and May 19, 2007-\$140 per  
person.

**Teaching and Learning Academy - May 18-19, 2007**  
2485 Union Avenue • Memphis, TN 38152

THE UNIVERSITY OF  
**MEMPHIS**  
COLLEGE OF EDUCATION  
DEPARTMENT OF LEADERSHIP

**Greene-King Steering Committee/Mentor's Meeting  
Agenda  
May 31, 2007**

- I. Program Development Status Report      -Eric Glover**
  - Summary of Design Commission Meeting (April 9 in Nashville)
    - TN Standards
    - Possible licensure changes
    - Mentoring possibilities
  - The evolution of our program
- II. Preview of Intern Handbook Draft- Pam Scott**
- III. Discussion of Mentor and Candidate needs**
  - What's working?
  - What could be better?
- IV. Other?**
  - ?
  - ?
  - ?

## **Education Leadership Redesign Task Force Meetings**

**June 14, 2007      9 a.m.**

**Working Conditions Task Force**

State Board of Education Conference Room  
9<sup>th</sup> Floor – Andrew Johnson Tower

**June 15, 2007      9 a.m.**

**Joint Meeting of 3 Task Forces:**

**Administrator Standards Task Force**

**Licensure & Evaluation Task Force**

**Leadership Professional Development Task Force**

State Board of Education Conference Room  
9<sup>th</sup> Floor – Andrew Johnson Tower

**July 16, 2007      9 a.m.**

**Joint Meeting of 3 Task Forces:**

**Administrator Standards Task Force**

**Licensure & Evaluation Task Force**

**Leadership Professional Development Task Force**

State Board of Education Conference Room  
9<sup>th</sup> Floor – Andrew Johnson Tower

**July 17, 2007      9 a.m.**

**Working Conditions Task Force**

State Board of Education Conference Room  
9<sup>th</sup> Floor – Andrew Johnson Tower

**August 7, 2007      9 a.m.**

**Joint Meeting of 3 Task Forces:**

**Administrator Standards Task Force**

**Licensure & Evaluation Task Force**

**Leadership Professional Development Task Force**

State Board of Education Conference Room  
9<sup>th</sup> Floor – Andrew Johnson Tower

**August 8, 2007      9 a.m.**

**Working Conditions Task Force**

State Board of Education Conference Room  
9<sup>th</sup> Floor – Andrew Johnson Tower

**August 31, 2007      9 a.m.**

**Joint Meeting of all 4 Task Forces:**

**Administrator Standards Task Force**

**Licensure & Evaluation Task Force**

**Leadership Professional Development Task Force**

**Working Conditions Task Force**

1<sup>st</sup> Floor Conference Room -- Andrew Johnson Tower

Dear Principal,

Recently legislators passed a law that requires extensive accountability from principals. At the same time a state commission has been charged with redesigning the way school leaders will be selected, prepared, licensed, evaluated and supported. Your input is essential to ensure the commission understands your perceptions of the supports needed to do your job.

Please click on the survey link to respond to a short survey (less than 10 minutes). All survey responses are anonymous and will be sent directly to SREB for tabulation.

Thank you for your quick and thoughtful response. Surveys will be collected until July 13, 2007. SURVEY LINK

For more information on the accountability legislation:  
<http://tennessee.gov/sos/acts/105/pub/pc0376.pdf>

For more information about the Leadership Redesign Commission:  
<http://info.tnanytime.org/sbe/?p=58>

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## **Rough Draft of USDOE Proposal Outline: 7-26-07**

### **General overview of discussion:**

We discussed on our conference call that the area that we feel we have the most information to pull from is the professional development we have provided to practicing principals in the area of mentoring. We have data from our own research to use, there is national research and data and we have a well developed module that was written from that data collected and used for train the principal mentors for this project. Since our own study showed that training of mentors was almost non-existent and that the quality of mentoring was not high, this gives us the opportunity to make a case for having well-trained mentors who can improve the performance of the candidates and even increase their own performance a school leader. The experiences I have had in discussions with candidates and the trained mentors at both sites have been amazing. They are articulate in how they describe the differences between these experiences and previous experiences and how training has changed them.

Several questions to be answered that we have started to brainstorm during our phone conversation (definitely just a draft) are:

- What are the characteristics superintendents and other district office administrators look for in selecting mentors? (interviews with those responsible for selection)
- How are mentors who have been well-trained different from those who have not been trained? (interviews about practice that may be conducted with supervisory faculty or other observers)
- Do trained mentor principals perform at a higher level not only as a mentor but as a school leader after mentor training as perceived by themselves and their teachers? (surveys for principal mentors and their teachers- either the national LPI or our own internship survey reworked a little)
- Do perspective candidates feel that trained mentors offer more support than non-trained? (Interviews with candidates of trained mentors and non-trained mentors)

### **Possible Outline (See submission guidelines)**

- 1) Overview of the original project (Cover page)
- 2) Why having well trained highly qualified mentors was an important goal in our project
  - Building a case from our research for the need for quality mentoring and well-trained mentors - (RTI study, Good Mentors....publication etc)
- 3) Questions to be answered by the research:
  - What are the characteristics superintendents and other district office administrations look for in selecting mentors?
  - How are mentors who have been trained different from those who have not been trained?

- Do trained mentor principals perform at a higher level after training as perceived by themselves and their teachers?
  - Do perspective candidates feel that trained mentors offer more support than non-trained?
- 4) Time line matched with suggested activities, tools to be used and personnel responsible.
- 5) Clear explanation of how this will enhance the original project and have educational significance and what it will add to the profession.

**Check on Appendices and whether or not we can have more than the original 10 pages to include new vitas for those not involved in the original project and for sample surveys, interview questions etc.**

July 16, 2007

Education Leadership Redesign Commission Members --

Hello there. Dr. Nixon requested that I send you the attached memo regarding the next meeting of the Education Leadership Redesign Commission. The next meeting has been set for August 6, 2007, beginning at 9 a.m. in the State Board of Education's Conference Room located on the 9th floor of Andrew Johnson Tower.

Those needing lodging the night of August 5, 2007, (Sunday) should contact the **Nashville Metro Center Spring Hill Suites at 1-800-228-9290 or 615-244-5474 as soon as possible** to make your reservations. Several hotels are already sold out, so if you need lodging please call now. Mention you need the state rate (\$99) when making your reservation and also when checking into the hotel. The hotel is located at 250 Athens Way.

Parking is located across the street from our building at Bob's Parking. From James Robertson Parkway, turn onto 8th Avenue North. Go about one-half block and turn left at the first stoplight onto 10th Circle North. Bob's Parking is the small gravel parking lot on the right. From the Spring Hill Suites, turn onto Metro Center Blvd. (this changes to 8th Avenue North when you cross over the interstate going towards town). Turn right onto 10th Circle North at the stoplight. Bob's parking is on the right. The cost to park at Bob's is \$5 and must be paid before coming over to the building. Get a receipt and we will reimburse you for the parking charge. Please do not park behind the building because those are assigned parking spaces and you will be towed.

We look forward to seeing everyone soon.

Vicki Burger

Vicki L. Burger  
Administrative Services Assistant 2  
State Board of Education  
9th Floor - Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-1050  
(615) 532-3532  
(615) 741-0371 Fax  
[Vicki.Burger@state.tn.us](mailto:Vicki.Burger@state.tn.us)



**STATE BOARD OF EDUCATION**

**PHIL BREDESEN**  
**NIXON**

GOVERNOR

STATE OF TENNESSEE

9<sup>th</sup> FLOOR, ANDREW JOHNSON TOWER

710 JAMES ROBERTSON PARKWAY  
NASHVILLE, TN 37243-1050  
615-741-2966  
[www.state.tn.us/sbe](http://www.state.tn.us/sbe)

**GARY L.**

EXECUTIVE DIRECTOR

July 16, 2007

Dear Education Leadership Redesign Commission Members:

Please plan to attend a very important Commission meeting on August 6, 2007. A draft of the entire redesign program is ready for 1<sup>st</sup> reading.

With your permission the entire program will be presented to the State Board of Education at the August 10, 2007, meeting.

All the task forces have worked many hours on this project. Their continuous hard work has significantly moved the entire timeline forward.

Your input is essential. Please RSVP to Vicki Burger at 615-532-3532 or [Vicki.Burger@state.tn.us](mailto:Vicki.Burger@state.tn.us) by July 20 whether you will or will not be able to attend this meeting.

Sincerely,

A handwritten signature in black ink that reads "Gary Nixon". The signature is written in a cursive style with a large, stylized "G" and "N".

Gary L. Nixon  
Executive Director

GLN:MJH:vlb

Edits by KO – August 8, 2007

**Proposal for Supplemental Funding US DOE School Leadership Program Grant**  
***Building Capacity for Redesign of Preparation of School Leaders***

Submitted by the Southern Regional Education Board (SREB) in collaboration with its partners:

Tennessee Department of Education  
East Tennessee State University and University of Memphis  
Kingsport County, Memphis and Greeneville City Schools

***Project Scope***

This proposal provides for an expanded evaluation of the effectiveness and impacts of two principal preparation programs, which have been redesigned to prepare leaders who have the technical knowledge, skills and the will to improve curriculum, instruction and student achievement in low-performing schools. The successful redesign of these programs is a crucial part of a larger project that aims to build capacity at the state level in Tennessee to redesign the entire school leadership system so all schools leadership that improves school and student performance. Tennessee will use the results of the evaluation to develop or change state policies and procedures and develop plans for redesigning all of its principal preparation programs. The two universities and three school districts involved in the program redesign and evaluation process will use the information to increase the effectiveness and impacts of their programs and provide good models to assist other universities and districts. The Southern Regional Education Board (SREB) will use the knowledge gained from the study to help states, universities and districts across the region and beyond to plan and implement effective redesigns of principal preparation programs and evaluate their benefits to participants, districts, schools and students. Additional funding and time will allow examination of the extent to which the redesign process is increasing the supply of principal candidates who are well-prepared to serve low-performing school, the effectiveness of various program components, and the degree to which graduates apply in practice the research-based competencies known to improve student achievement and the impact of their leadership on schools and student achievement.

***Project Goals***

- Gain a deep understanding of crucial issues related to the effectiveness and impacts of principal preparation programs and their evaluation methods.
- Validate the effectiveness of two model principal preparation programs to provide leaders who know how to improve curriculum, instruction and student achievement in low-performing schools.
- Create new knowledge about the usefulness of various elements and aspects of principal preparation programs in helping graduates lead the improvement of schools and student achievement.
- Develop and test measures of program effectiveness and impact that Tennessee and other states can use to monitor and evaluate the performance of all principal preparation programs.

***Project Objectives***

- Conduct an in-depth evaluation of crucial issues related to program effectiveness and program impact such as: the participants' perceptions of the effectiveness and on-the-job usefulness of the various components of the redesigned preparation program.

- Determine the extent to which graduates incorporate into their practice as school leaders the research-based knowledge and skills for improving student achievement that the programs are designed to develop.
- Measure the impact of graduates' leadership on curriculum, instruction and student achievement.

### ***Rationale for Supplemental Funding***

The proposed supplemental funding will be used to provide a more extensive evaluation study of the effectiveness of redesigned principal preparation programs to prepare leaders who improve student achievement in low-performing schools. SREB's program of work funded by the U.S. Department of Education builds capacity at the state level in Tennessee to reform leadership preparation programs to better prepare effective school leaders for high-needs districts and schools. The capacity-building process involves three major actions:

1. Work with key state agencies and policy-makers to create a commission to recommend policy and develop plans for a statewide redesign of all components of the school leadership system, especially leadership preparation programs that focus on the principal's responsibilities for improving curriculum, instruction and student achievement;
2. Demonstrate how to develop collaborative partnerships between universities and districts that work to a) co-design and deliver a quality preparation program incorporating essential features of effectiveness identified through research and reports on best practice; and b) select and prepare a cohort of aspiring school leaders who can work with teachers to solve critical problems and close the achievement gap and who have a passion for serving low-performing schools; and
3. Provide effective models of preparation program redesign to meet the need for improved student achievement in districts and schools across the state of Tennessee.

SREB's recent annual progress report to the U.S. Department of Education reflects that the work to date is on schedule, meets the objectives proposed, and is producing significant outcomes in relation to each of the above actions. More funding and time is needed to allow a more in-depth evaluation of crucial issues related to program effectiveness and program impact, such as the participants' perceptions of the effectiveness and on-the-job usefulness of the various components of the redesigned preparation program; the extent to which graduates incorporate into their practice as school leaders the research-based knowledge and skills for improving student achievement that the programs are designed to develop; and the impact of their leadership on curriculum, instruction and student achievement. A deep understanding of these issues can help ensure that statewide implementation of the redesign process substantially responds to the need for improved leadership in Tennessee's low-performing schools and provide a dependable model that can be emulated by other states. This understanding is the basis for the SREB request for supplemental funding during year four of the project.

### ***Alignment with Project's Scope, Goals and Objectives***

One significant outcome of the initial project is the introduction of university, district and current school leaders to new knowledge, effective school research and teaching practices that help them

work collaboratively in shaping the redesign of a leadership program to meet district needs for improved student achievement. Another significant outcome is two model leadership preparation programs that are aligned to a framework of key conditions for comprehensive school reform and produce a cohort of graduates who are willing and able to improve student achievement in low-performing schools.

The literature is replete with descriptions of innovative principal preparation programs and advice about how to design programs based on various philosophies and viewpoints about effective preparation, but findings from well-designed evaluations of the impact of such programs on their primary beneficiaries — districts, participants and schools — are sparse. Tennessee needs to know if redesigning principal preparation programs to better prepare principals for the work of improving teaching and learning will make a difference in closing achievement gaps in school and student performance before investing in scaling up the process statewide. Evaluation is essential to strategically use the resources of the state to improve school leadership and benefit student learning.

Since fall 2005, three school districts — Memphis City, Kingsport County, and Greeneville City — and two higher education institutions — East Tennessee State University and University of Memphis — have accomplished the following:

- Developed formal partnership agreements to work together to design and implement a learning-centered principal preparation program;
- Implemented research-based processes for screening and selecting cohorts of aspiring school leader candidates;
- Trained university faculties, district staff and mentor principals to design and implement a preparation program with meaningful internship experiences that prepare aspiring principals to lead changes in school and classroom practices and advance student achievement;
- Developed and implemented new courses with content, varied instructional methods and assessments that focus on real school problems and research-based factors for improving school and student performance; and
- Participated in project evaluation activities that provided information that helps the state make an effective plan for scaling up the redesign process and keeping the project on track toward its goals.

SREB's evaluation strategy outlined in the initial proposal included collecting, analyzing and using data for three purposes:

1. Monitoring progress in achieving the project's goals and objectives;
2. Measuring project outcomes including changes in state level processes, policies and procedures, changes in university training programs and courses, changes in school district policies and procedures, impact on K-12 students and teachers affected by projects conducted by aspiring principals, and outcomes related to persons being trained; and
3. Documenting project processes to enable replication in other states.

Specific evaluation questions aligned with these purposes have been identified for each year. Year One questions focus on building collaborative partnerships, training on program redesign

and development of new courses; Year Two questions on the quality of continued university-district collaboration and delivery of the redesigned program; and Year Three questions on evidence of outcomes achieved and information useful for refining state plans for scaling up redesign. Less than seven percent of the initial project budget is allocated for evaluation activities.

### ***The Need for More Substantive Evaluation Research***

The initial evaluation proposal is an effective design given the timelines, resources and conditions afforded by the terms of the initial project grant, yet it falls short of providing the opportunity for more in-depth study of the project's effectiveness in meeting the challenges of providing high-quality leadership for low-performing schools. Additional funding and time will make it feasible to examine the extent to which the redesign process is increasing the supply of principal candidates who are well-prepared to serve low-performing school; the effectiveness of various program components; and the degree to which graduates apply in practice the research-based competencies known to improve student achievement and the impact of their leadership on schools and student achievement. Specifically, data will be collected to answer these important questions:

#### **A. Measuring Impact on Principal Supply for Low-performing Schools**

1. What percentage of participants recruited and admitted to the redesigned preparation program successfully graduated from the program, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
2. What percentage of graduates of the redesigned preparation program applied for and received a Tennessee principal's license within two years of completing the program, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
3. What percentage of graduates of the redesigned preparation program were hired as principals or assistant principals within two years of completing the program, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
4. What percentage of hired graduates serves as leaders of low-performing schools compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
5. What percentage of graduates of the redesigned preparation program believe that they are sufficiently prepared to serve as principal or assistant principal of a low-performing school, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?

#### **B. Measuring Program Impact on Participants' Leadership Practices**

6. To what degree do program graduates hired as school principals or assistant principals perceive using competencies developed during the redesigned preparation program to lead the improvement of curriculum, instruction and student achievement?
7. To what degree do teachers in the program graduates' schools perceive the graduates using leadership practices that improve curriculum, instruction and student achievement, as measured by factors deemed critical to the successful improvement of low-performing schools?
8. To what degree do administrators in the district of program graduates perceive the graduates using leadership practices that improve curriculum, instruction and student

achievement, as measured by factors deemed critical to the successful improvement of low-performing schools?

**C. Measuring Program Effectiveness in Preparing Principals to Improve Low-performing Schools**

9. Which components of the redesigned program do graduates hired as school principals or assistant principals perceive to be most useful in helping improve student achievement?
10. To what degree do school district leaders perceive the redesigned program as meeting local needs for improving curriculum, instruction and student achievement, compared with other university-based leadership preparation programs in the state during the same time period?
11. To what degree do university leaders perceive the redesigned program as meeting local needs for improving curriculum, instruction and student achievement, compared with other university-based leadership preparation programs in the state during the same time period?

**D. Measuring Impact of Program Graduates' Leadership on School and Classroom Practices and Student Achievement**

12. What are the early indicators of the impact of the leadership of graduates of redesigned programs on school and classroom practices and the achievement of students in low-performing schools, as perceived by graduates and district administrators and evidenced by student achievement data?

Table 1 describes the multiple measures for data collection and reporting by evaluation indicator throughout the study. Table 2 provides the timeline by evaluation indicator and graduate cohort group.

**Table 1**  
**Data Collection and Reporting by Evaluation Indicator**

<i><b>Evaluation Indicator*</b></i>	<i><b>Source of Evidence</b></i>	<i><b>Measure Reported</b></i>
1. Graduation rate	University program admission and completion records	Percentage by program
2. Licensure rate	Tennessee Professional Standards Board records of license applications and Candidate questionnaire	Percentage comparison
3. Hire rate	Candidate questionnaire District questionnaire	Percentage comparison
4. <u>Percentage of graduates serving in low-performing schools</u>	<i>Candidate questionnaire</i> <i>District questionnaire</i>	Percentage comparison
5. Perception of preparation for leading low-performing school	Candidate questionnaire	Central tendency by item
6. Perception of use of competencies to improve student achievement	Candidate questionnaire	Central tendency by item
7. Teacher perceptions of graduates' leadership practices	Teacher questionnaire	Central tendency by item
8. District administrator perceptions of graduates' leadership practices	Administrator questionnaire	Central tendency by item
9. Perception of usefulness of program components	Candidate questionnaire	Central tendency by item
10. District perception of usefulness of redesigned program	District questionnaire	Central tendency by item
11. University perception of usefulness of redesigned program	University questionnaire	Central tendency by item
12. Impact of graduates' leadership on school practices and student achievement	Candidate and teacher questionnaires Candidate interviews District interviews District and state student achievement reports	Central tendency by item Abbreviated case study Abbreviated case study Growth by subject, level, subgroup

\*Numbers assigned the evaluation indicators correspond with the numbers of the evaluation questions preceding this table.

**Table 2**  
**Proposed Timeline for SREB Evaluation Research Study**

M1 – University of Memphis May 2006 cohort  
M2 – University of Memphis May 2007 cohort  
M3 – University of Memphis May 2008 cohort  
T1 – East Tennessee State University May 2008 cohort

<b>Data Collection and Analysis (Evaluation Indicator)</b>	<b>2007 Oct- Dec</b>	<b>2008 Jan- Mar</b>	<b>Apr- June</b>	<b>July- Sept</b>	<b>Oct- Dec</b>	<b>2009 Jan- Mar</b>	<b>Apr- June</b>	<b>July- Sept</b>	<b>Oct- Dec</b>	<b>2010 Jan- Mar</b>	<b>Apr- June</b>	<b>July- Sept</b>
Candidate questionnaire (1)(2)(3)(4)(5)(8)(11)	M1(1) (4) M2(1) (4)		M1(2) (3)(5) (8) (11)	M3(1) (4) T1(1) (4)			M2(2) (3)(5) (8) (11)				M3(2) (3)(5) (8) (11) T1(2) (3)(5) (8) (11)	
University program artifacts (1)(3)	M1(1) M2(1)		M1(3)	M3(1) T1(1)			M2(3)				M3(3) T1(3)	
State professional licensure artifacts (2)			M1				M2				M3 T1	
District questionnaire (3)(9)				M1(3) (9)				M2(3) (9)				M3 (3)(9) T1(3) (9)
Teacher questionnaire (6)			M1				M2					M3 T1
Administrator questionnaire (7)			M1				M2					M3 T1
University questionnaire (10)				M1				M2				M3 T1
District student achievement reports (11)	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1	M1 M2 M3 T1
State student achievement reports (11)				M1 M2 M3 T1				M1 M2 M3 T1				M1 M2 M3 T1
Candidate interviews (11)				M1				M2				M3 T1
District interviews (11)				M1				M2				M3 T1
Culminating Evaluation Report												M1 M2 M3 T1

## ***Budget Narrative***

This request for supplemental funding is to support a three-year evaluation study that begins October 2007 and continues through September 2010. The first cohorts of participants receiving the full redesigned preparation program are scheduled to graduate in spring 2008 although several candidates have been placed in leadership positions prior to graduation from the program. Data will be collected on these candidates immediately but it is our intent to request a no-cost extension at an appropriate point during 2007-2008 in order to collect two years of data (2008-2010) on all of the candidates and their subsequent licensing and placement in school leadership positions, perceptions of program effectiveness and usefulness based on their first- and second-year experiences on the job, and their practices and impacts as school leaders.

### **Personnel- Salaries and Fringe Benefits**

Dr. Betty Fry, the Director of Research and Publications for the SREB Learning-centered Leadership Program will be the lead researcher for this project. The number of days listed is an estimate of the time it will take for her to analyze the data collected by the researcher and prepare a publication to report the finding.

Dr, Kathy O'Neill, the Director of the SREB Learning-centered Leadership Program, is the present SLP grant project director. She will spend additional days on site with the university-district partners and with the candidates once they are placed in school-based positions of leadership to conduct interviews and distribute surveys as needed.

Ashley Brookins, the SREB Learning-centered Leadership Program Administrative Assistant, will be responsible for all communication including but not limited to: mail outs or e-mails of surveys; scheduling interviews; conducting phone information sessions; and organizing the distribution of final documents and publications that result from this work

### **Travel**

It is estimated that over the three years of this proposal (2007-2010) there will be a need to travel to the school sites a minimum of 25 times to collect data. Much of the work will be conducted by e-mail, webinars and phone conferences to keep costs reasonable but some work will require on-site meetings.

### **Supplies**

Survey development, software such as SPSS for data analysis, books and subscriptions to conduct an in-depth literature review and stationary and materials for correspondence will be purchased to support the program, data collection and personnel, both SREB and contract workers. The \$4000 equates to \$800 per person over the three years.

### **Contractual**

Dr. Lynn Minor, a research professor at Valdosta State University, and her graduate assistant will support Dr. Fry in her research work and will conduct literature reviews, determine appropriate surveys to be used, apply statistical packages and compile a data report to be used in the final report. Dr. Minor has worked on several projects at Valdosta State University that have resulted in the redesign of educational leadership programs. This project will allow her to study the impact graduates of these programs when placed in low-performing schools have on student achievement.

## **Education Leadership Redesign Commission Recommendations**

**Recommendation 1:** Require that the learning-focused Tennessee Instructional Leadership Standards (TILS) be adopted and used to align preparation, licensure, induction, evaluation and professional development in order to create a cohesive, well articulated, standards based-system of instructional leadership development.

**Recommendation 2:** Require instructional leadership preparation programs to work in full partnership with local systems to a) create a shared vision and program design consistent with the TILS which meet the needs of the district; b) develop a process for recruiting, selecting, preparing and supporting the most promising candidates; and c) provide high-quality field experiences.

**Recommendation 3:** Require that all instructional leader preparation programs in partnership with the school district(s) adopt highly selective admission standards.

**Recommendation 4:** Require all new and existing advanced programs in education administration be designed (or redesigned) based on the Tennessee standards for instructional leaders with emphasis on the instructional leader's responsibilities for curriculum, instruction and student learning.

**Recommendation 5:** Require the state department of education use external reviewers. These reviewers will have authority to assess the quality of implementation, regularly monitor programs, and suggest consequences for programs if criteria are not met.

**Recommendation 6:** Require programs meet standards consistent with a) TILS; b) the state program approval process; c) NCATE; d) state accountability and evaluation requirements; and e) current literature on best practices.

**Recommendation 7:** Completion of an advanced program in instructional leadership requires at a minimum for a candidate to a) develop a professional portfolio with evidence of meeting the TILS level required by the State Board of Education; b) receive a passing score on the SLLA; and c) use an exit evaluation in establishing a professional growth plan.

**Recommendation 8:** Implement the proposed principal induction program including the requirement for mentoring.

**Recommendation 9:** Provide advanced level pay for completion of an advanced degree in administration or instructional leadership only after a Tennessee administrator's license or endorsement is received.

**Recommendation 10:** Implement the proposed multi-level instructional leader/administrator licensure program.

**Recommendation 11:** Require all professional development to meet the State Board of Education High Quality Instructional Administrator Professional Development Policy Guidelines for the approval and accountability processes for professional development required for the renewal of administrator certificates.

**Recommendation 12:** Use a statewide electronic tracking system to approve and document the professional development of all instructional leaders.

**Recommendation 13:** Develop an advanced level teacher leadership program that will lead to teacher leader licensure.

**Recommendation 14:** Establish an interdisciplinary Professional Development Academy to offer specialized training and support for instructional leaders and teams from chronically low-performing schools.

**Recommendation 15:** Resend survey on principal working conditions.

## **Tennessee Standards for Instructional Leaders Glossary of Terminology**

**Academic achievement:** A measure of how well students are learning core concepts and curriculum as evidenced by standardized test scores, performance on classroom assessments, a portfolio of student work, or another standards-based assessment tool.

**Advocacy:** The pursuit to influence decisions that affect students and educators directly and, indirectly, society as a whole; turning passive support into positive action for education.

**Assessment:** See **Formative assessment/evaluation; Summative assessment/evaluation**

**Best practices:** Research based activities, ideas and strategies that provide a measurement of excellence to guide schools in achieving high standards. If practitioners reflect on and adopt best practice standards, they are aware of current research in educational domains and consistently apply the full benefits of their latest knowledge to their professional practice.

**Change processes:** A cyclical series of steps by which a school can realize change or improvement. **A change cycle includes but is not limited to: data analysis, problem clarification, implementation planning, benchmarking, assessment/evaluation strategies, and monitoring strategies.**

**Collaboration:** A relationship between individuals or organizations that enables the participants to **jointly** accomplish goals more successfully than they could have separately. **Collaboration is essential in order to deal with the increasingly complex education issues.**

**Community resources:** The collection of community sites, health and social agencies, businesses, leaders, and institutions that may become partners in educational efforts. The community resources may be used as content experts, cooperative partners for curriculum, funding sources and other school enrichment purposes.

**Continuous learning:** Based on the idea that learning is a lifelong process continuous learning means that educators continually engage in ongoing professional development and self-assessment of beliefs and assumptions in order to improve teaching and learning.

**Continuous school improvement:** A systemic process focused on increasing student achievement; a dynamic, ongoing, cyclical process that incorporates leadership, curriculum and instruction, culture and climate, and assessment. A school dedicated to continuous improvement gathers data, sets goals, implements a plan, and uses reflection and results to begin the cycle again.

**Data:** Formative and summative information on student learning, in both aggregated and disaggregated formats, gathered from standardized tests, district-made tests, student work samples, portfolios, and other sources that provides important input to the selection of school or district improvement goals, and focus for staff development efforts and teacher practice and student learning. Data is also used at the classroom level as teachers gather evidence of improvements in student learning to determine the effects of their professional learning on their own students. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether staff development is having desired effects in their classrooms.

**Disciplined learning environment:** A school campus that is accessible, healthy, supportive, secure, safe for students and free of drugs, violence, and other negative disruptions.

**Diverse student needs (diversity):** A variety of differences, including but not limited to ethnicity, language, socioeconomic class, disabilities, culture, and gender, which must be considered to ensure that all students learn.

**Ethics:** The branch of philosophy concerned with standards by which human actions can be judged right or wrong; a system or theory of moral values or principles. In education, ethics may refer to the code of values that guides educators' own behavior in the school setting as well as their daily modeling, instruction, and interaction with students

**Equity:** The goal of equity is to achieve a high-quality education for all students, regardless of gender, race, ethnicity, socioeconomic status, disabilities, or special needs. Because needs are greater in some situations than others, equal treatment is not necessarily equitable.

**Evaluate:** Provides performance feedback based on personal knowledge that is founded on formal and informal observations, using a variety of supervisory and evaluative strategies.

**Formative assessment/evaluation:** Formative assessment/evaluation is a method of judging the value or success of a program while the program activities are occurring. Formative evaluation and assessment focus on the process of learning. Examples of formative evaluation include testing the value of lessons in a textbook before the book's publication and collecting continuous feedback from participants in a program in order to revise the program as needed.

**High quality professional development:** Professional development for educators that

- reflects the best available research and practice in teaching, learning, and leadership
- enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
- promotes continuous inquiry and improvement embedded in the daily life of schools
- follows a coherent long-term plan, and
- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

**Interpersonal skills:** Applying abilities that facilitate the process of interacting and working effectively, respectfully and productively with other people, especially those who hold differing views.

**Leadership teams:** A collaborative team made up of representatives from stakeholder groups that shares responsibilities for leading a school or district. Teams work together to identify problems, craft improvement plans, and reflect on school or district progress.

**Literacy:** The ability to read, write, communicate, and comprehend.

**Mentor:** A role model who offers professional support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored.

**Mission:** A concise statement of the unique, fundamental purpose of an organization and its programs. The mission describes the organization's "reason for being" and identifies the organization's purpose, service, priorities, and beneficiaries of services.

**Numeracy:** The ability to use numbers and mathematical concepts, solve quantitative problems in various contexts and comprehend the ways in which data are gathered and presented (including but not limited to graphs, diagrams, charts, and tables).

**Organizational structure:** The arrangement of the learning environment, which includes but is not limited to scheduling, staffing, funding, use of teams, use of time, governance and curriculum alignment.

**Personal professional development:** See "**High Quality Professional Development**". The individual process of identifying personal goals for improvement and seeking out the tools and resources to meet those goals.

**Political action:** Action initiated or performed with the intent of influencing national, state, or local government.

**Proactive responses:** Action taken to identify and address an issue prior to its causing adverse effects for the organization.

**Productive learning environment:** Develops a culture where teachers, students, and parents are all encouraged and empowered to have a voice and to assume leadership roles in the school community.

**Professional code of ethics:** A set of broad statements to guide ethical decision making and provide a framework for the ethical standards and principles that should govern the work of principals and other educators. See “Ethics”.

**Professional learning community:** Colleagues who operate with a commitment to the norms of continuous improvement and engages its members in improving their daily work to advance the achievement of school district and school goals for student learning.

**Program evaluation:** The use of data and assessment results to reflect on the outcomes, both successes and failures, of the curriculum, educational programs and policies.

**Qualitative data:** Information gathered using methods adapted from anthropology and other social sciences, including systematic observation and interviews.

**Quantitative data:** Information gathered in a numerical format adapted from the traditional scientific method.

**Research-based:** Policies, practices, and/or decisions that are informed by scientific research and studies.

**Resources:** Funds and tools that may be used to support learning and collaboration.

**Rigorous curriculum:** A course of study that emphasizes critical thinking, problem solving, authentic tasks and authentic context, application of knowledge, and ongoing reflection and assessment. Rigorous curriculum teaches “big ideas” and concepts and results in self-directed learners.

**School climate:** School climate refers to the social and educational atmosphere of a school. While the term has been researched for many years, a sole definition has yet to be formulated. The elements that comprise a school’s climate are extensive and may include: number of quality of interactions between adults and students; students’ and teachers’ perception of their school environment; academic performance; feelings of safeness in the school; and feelings of trust and respect for students and teachers.

**School community:** Diverse groups and agencies working together to achieve the best educational outcomes for students. The school community can include but is not limited to students, school staff (teachers, administrators, and support staff), parents, and interested individuals and members of community organizations.

**School culture:** School culture can be described as the values, beliefs and stories of a school. School culture includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community. Culture governs what is of worth for this group and how members should think, feel, and behave. The make-up of culture includes a school's customs and traditions; historical accounts; stated and unstated understandings, habits, norms, and expectations; common meanings; and shared assumptions. The more understood, accepted, and cohesive the culture of a school, the better able it is to move in concert toward ideals it holds and objectives it wishes to pursue.

**School-wide improvement plans:** Also called comprehensive school reform, this term refers to a systemic approach to continuous school improvement. See “Continuous School Improvement”)

**Student Progress:** Evaluation focused on short-term learning objectives and authentic classroom assessment.

**Summative Assessment/Evaluation:** Summative assessment/evaluation occurs at the conclusion of a program or unit of instruction and is used to assess the learner's acquired skills and knowledge. Summative evaluation involves the gathering of information about the results of learning, and typically takes the form of a test or comprehensive project.

**Supervises:** Focuses staff and students on performance standards and goals through frequent reference to and use of performance reviews, classroom observations, discussion of curriculum and instructional strategies, and other interactions.

**Stakeholders:** All groups and individuals with a vested interest and role in student achievement. Stakeholders in education include but are not limited to school boards, superintendents and district personnel, teachers, administrators, community members, families, students, and policymakers.

**Standard operating procedures and routines:** The accepted and generally prescribed ways of completing tasks that are routine and have known outcomes.

**Statutory standards and regulatory applications:** Mandated ways of behaving that are defined and authorized by state-enacted statutes, specifications that are intended to govern/control how the statutes are applied in practice, and regulations that guide the implementation of statute.

**Strategic:** Actions are those grounded in a long term plan designed to achieve a particular goal.

**Vision:** A vision, when based on the school's mission, represents clearly articulated statements of goals, principles, and expectations for the entire learning community. A vision becomes a guiding force when all educational decisions are based on its framework and goals.

## Greene-King Mentors

### Agenda

### Welcome

Questions for our discussion, deliberation, and collaboration

1. What are final thoughts on the mentor handbook?
2. What forms are needed?
  - a. What forms have you designed for use by you and your intern?
  - b. What forms need to be designed?
3. How have we (mentors and faculty) aligned experiences with coursework?
4. What lessons have we learned?
  - a. What should be added? (What should we start doing?)
  - b. What should be done differently? (What should we change?)
  - c. What was done right? (What should we keep?)
  - d. What was just wrong? (What should we stop?)
5. What next?

## Greene-King Mentors Meeting

### **Mentor Handbook—**

Suggestion was made to add a glossary and a list of acronym definitions.

University facilitator section will be added.

A list of required internship activities will be generated. Mentors will review the activities in the handbook, identifying ones that are essential, and adding any additional activities that should be required as part of the internship. Those lists will be emailed to Jeanne.

Ideas generated during the meeting related to intern and field activities were:

- Budget work
- Scheduling
- Interviewing and selection of teachers
- School improvement planning
- Attend principals' meeting
- Attend board meeting
- Participate in IEPs
- Shadowing to be done at all levels-- elementary, middle, high, and central office

There should be a balance in activities between tasks and “a day in the life” (such as shadowing).

The required internship activities will be aligned with courses and scheduled accordingly.

Any additional changes in handbook should be emailed to Jeanne.

### **Forms**

Kingsport shared a form that Janet developed to plan internship hours for the interns. She called this a blueprint and will email it to the group.

Need to create a form to document each required internship activity.

### **Lessons learned**

#### **Start doing?**

It is recommended that all mentors have mentor training in the future, especially if they are being paid.

Recommend that veteran mentors (this group) be included in that training to provide their expertise. Perhaps even function as trainers.

Share syllabi and class calendar with mentors each semester, giving them a clear idea of work students are expected to complete.

It was suggested that this group expand after this project ends and create a mentor organization.

There is a definite need for a university facilitator to supervise the internship experiences and to work with and support mentors.

#### **Change?**

Do we need 540 hours? Quality of internship experiences is more important than quantity.

How can interns be held accountable for the quality of their work? Who owns the work?

(Student? Mentor? University? Who owns the guilt?)

Need a rubric for activities, completed by mentor to become part of course grade when activities are aligned with coursework.

Need more structure all along the way. (University supervisor would provide this.)

SREB training on the leadership modules should be training on content first and come back for training of trainers.

Seems to be a communication gap. Instructors and mentors are seeing different sides of students. Jeanne Dillman will meet with Greene-King cohort to get feedback from them about this experience.

Need more communication. Mentioned the idea of virtual meetings in the future.

In selecting mentors, role match needs to be considered. Administrative endorsement students are preparing for the principalship and should be mentored by someone with experience as a principal. Preference should be given to acting principals.

### **Right?**

The field experiences students are getting at Cloudland are wonderful. The extension of the portraiture into work in a school is a very positive experience for both the students and the school. This should be continued.

### **What else?**

SREB missed a great opportunity in Nashville after Easter weekend to have full board hear from the candidates. These people, students and mentors, have great information to share and did not have that opportunity.

How will this be sustained when the grant is over? Partnerships with the university and districts should provide the university access to the schools and the district. The districts should agree to release time for students to participate in meaningful internship activities (perhaps equivalent of 1 day per month). The university should make cohorts available to schools in the district for work similar to work Green-King cohort is doing with Cloudland.

**Proposal for Supplemental Funding US DOE School Leadership Program Grant**  
***Building Capacity for Redesign of Preparation of School Leaders***

Submitted by the Southern Regional Education Board (SREB) in collaboration with its partners:

Tennessee Department of Education  
East Tennessee State University and University of Memphis  
Kingsport County, Memphis and Greeneville City Schools

***Project Scope***

This proposal provides for an expanded evaluation of the effectiveness and impacts of two principal preparation programs, which have been redesigned to prepare leaders who have the technical knowledge, skills and the will to improve curriculum, instruction and student achievement in low-performing schools. The successful redesign of these programs is a crucial part of a larger project that aims to build capacity at the state level in Tennessee to redesign the entire school leadership system so all schools leadership that improves school and student performance. Tennessee will use the results of the evaluation to develop or change state policies and procedures and develop plans for redesigning all of its principal preparation programs. The two universities and three school districts involved in the program redesign and evaluation process will use the information to increase the effectiveness and impacts of their programs and provide good models to assist other universities and districts. The Southern Regional Education Board (SREB) will use the knowledge gained from the study to help states, universities and districts across the region and beyond to plan and implement effective redesigns of principal preparation programs and evaluate their benefits to participants, districts, schools and students. Additional funding and time will allow examination of the extent to which the redesign process is increasing the supply of principal candidates who are well-prepared to serve low-performing school, the effectiveness of various program components, and the degree to which graduates apply in practice the research-based competencies known to improve student achievement and the impact of their leadership on schools and student achievement.

***Project Goals***

- Gain a deep understanding of crucial issues related to the effectiveness and impacts of principal preparation programs and their evaluation methods.
- Validate the effectiveness of two model principal preparation programs to provide leaders who know how to improve curriculum, instruction and student achievement in low-performing schools.
- Create new knowledge about the usefulness of various elements and aspects of principal preparation programs in helping graduates lead the improvement of schools and student achievement.
- Develop and test measures of program effectiveness and impact that Tennessee and other states can use to monitor and evaluate the performance of all principal preparation programs.

***Project Objectives***

- Conduct an in-depth evaluation of crucial issues related to program effectiveness and program impact such as: the participants' perceptions of the effectiveness and on-the-job usefulness of the various components of the redesigned preparation program.

- Determine the extent to which graduates incorporate into their practice as school leaders the research-based knowledge and skills for improving student achievement that the programs are designed to develop.
- Measure the impact of graduates' leadership on curriculum, instruction and student achievement.

### ***Rationale for Supplemental Funding***

The proposed supplemental funding will be used to provide a more extensive evaluation study of the effectiveness of redesigned principal preparation programs to prepare leaders who improve student achievement in low-performing schools. SREB's program of work funded by the U.S. Department of Education builds capacity at the state level in Tennessee to reform leadership preparation programs to better prepare effective school leaders for high-needs districts and schools. The capacity-building process involves three major actions:

4. Work with key state agencies and policy-makers to create a commission to recommend policy and develop plans for a statewide redesign of all components of the school leadership system, especially leadership preparation programs that focus on the principal's responsibilities for improving curriculum, instruction and student achievement;
5. Demonstrate how to develop collaborative partnerships between universities and districts that work to a) co-design and deliver a quality preparation program incorporating essential features of effectiveness identified through research and reports on best practice; and b) select and prepare a cohort of aspiring school leaders who can work with teachers to solve critical problems and close the achievement gap and who have a passion for serving low-performing schools; and
6. Provide effective models of preparation program redesign to meet the need for improved student achievement in districts and schools across the state of Tennessee.

SREB's recent annual progress report to the U.S. Department of Education reflects that the work to date is on schedule, meets the objectives proposed, and is producing significant outcomes in relation to each of the above actions. More funding and time is needed to allow a more in-depth evaluation of crucial issues related to program effectiveness and program impact, such as the participants' perceptions of the effectiveness and on-the-job usefulness of the various components of the redesigned preparation program; the extent to which graduates incorporate into their practice as school leaders the research-based knowledge and skills for improving student achievement that the programs are designed to develop; and the impact of their leadership on curriculum, instruction and student achievement. A deep understanding of these issues can help ensure that statewide implementation of the redesign process substantially responds to the need for improved leadership in Tennessee's low-performing schools and provide a dependable model that can be emulated by other states. This understanding is the basis for the SREB request for supplemental funding during year four of the project.

### ***Alignment with Project's Scope, Goals and Objectives***

One significant outcome of the initial project is the introduction of university, district and current school leaders to new knowledge, effective school research and teaching practices that help them

work collaboratively in shaping the redesign of a leadership program to meet district needs for improved student achievement. Another significant outcome is two model leadership preparation programs that are aligned to a framework of key conditions for comprehensive school reform and produce a cohort of graduates who are willing and able to improve student achievement in low-performing schools.

The literature is replete with descriptions of innovative principal preparation programs and advice about how to design programs based on various philosophies and viewpoints about effective preparation, but findings from well-designed evaluations of the impact of such programs on their primary beneficiaries — districts, participants and schools — are sparse. Tennessee needs to know if redesigning principal preparation programs to better prepare principals for the work of improving teaching and learning will make a difference in closing achievement gaps in school and student performance before investing in scaling up the process statewide. Evaluation is essential to strategically use the resources of the state to improve school leadership and benefit student learning.

Since fall 2005, three school districts — Memphis City, Kingsport County, and Greeneville City — and two higher education institutions — East Tennessee State University and University of Memphis — have accomplished the following:

- Developed formal partnership agreements to work together to design and implement a learning-centered principal preparation program;
- Implemented research-based processes for screening and selecting cohorts of aspiring school leader candidates;
- Trained university faculties, district staff and mentor principals to design and implement a preparation program with meaningful internship experiences that prepare aspiring principals to lead changes in school and classroom practices and advance student achievement;
- Developed and implemented new courses with content, varied instructional methods and assessments that focus on real school problems and research-based factors for improving school and student performance; and
- Participated in project evaluation activities that provided information that helps the state make an effective plan for scaling up the redesign process and keeping the project on track toward its goals.

SREB's evaluation strategy outlined in the initial proposal included collecting, analyzing and using data for three purposes:

4. Monitoring progress in achieving the project's goals and objectives;
5. Measuring project outcomes including changes in state level processes, policies and procedures, changes in university training programs and courses, changes in school district policies and procedures, impact on K-12 students and teachers affected by projects conducted by aspiring principals, and outcomes related to persons being trained; and
6. Documenting project processes to enable replication in other states.

Specific evaluation questions aligned with these purposes have been identified for each year. Year One questions focus on building collaborative partnerships, training on program redesign

and development of new courses; Year Two questions on the quality of continued university-district collaboration and delivery of the redesigned program; and Year Three questions on evidence of outcomes achieved and information useful for refining state plans for scaling up redesign. Less than seven percent of the initial project budget is allocated for evaluation activities.

### ***The Need for More Substantive Evaluation Research***

The initial evaluation proposal is an effective design given the timelines, resources and conditions afforded by the terms of the initial project grant, yet it falls short of providing the opportunity for more in-depth study of the project's effectiveness in meeting the challenges of providing high-quality leadership for low-performing schools. Additional funding and time will make it feasible to examine the extent to which the redesign process is increasing the supply of principal candidates who are well-prepared to serve low-performing school; the effectiveness of various program components; and the degree to which graduates apply in practice the research-based competencies known to improve student achievement and the impact of their leadership on schools and student achievement. Specifically, data will be collected to answer these important questions:

#### **E. Measuring Impact on Principal Supply for Low-performing Schools**

13. What percentage of participants recruited and admitted to the redesigned preparation program successfully graduated from the program, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
14. What percentage of graduates of the redesigned preparation program applied for and received a Tennessee principal's license within two years of completing the program, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
15. What percentage of graduates of the redesigned preparation program were hired as principals or assistant principals within two years of completing the program, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
16. What percentage of hired graduates serves as leaders of low-performing schools compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?
17. What percentage of graduates of the redesigned preparation program believe that they are sufficiently prepared to serve as principal or assistant principal of a low-performing school, compared with the percentage for graduates of other university-based leadership preparation programs in the state during the same time period?

#### **F. Measuring Program Impact on Participants' Leadership Practices**

18. To what degree do program graduates hired as school principals or assistant principals perceive using competencies developed during the redesigned preparation program to lead the improvement of curriculum, instruction and student achievement?
19. To what degree do teachers in the program graduates' schools perceive the graduates using leadership practices that improve curriculum, instruction and student

- achievement, as measured by factors deemed critical to the successful improvement of low-performing schools?
20. To what degree do administrators in the district of program graduates perceive the graduates using leadership practices that improve curriculum, instruction and student achievement, as measured by factors deemed critical to the successful improvement of low-performing schools?

**G. Measuring Program Effectiveness in Preparing Principals to Improve Low-performing Schools**

21. Which components of the redesigned program do graduates hired as school principals or assistant principals perceive to be most useful in helping improve student achievement?
22. To what degree do school district leaders perceive the redesigned program as meeting local needs for improving curriculum, instruction and student achievement, compared with other university-based leadership preparation programs in the state during the same time period?
23. To what degree do university leaders perceive the redesigned program as meeting local needs for improving curriculum, instruction and student achievement, compared with other university-based leadership preparation programs in the state during the same time period?

**H. Measuring Impact of Program Graduates' Leadership on School and Classroom Practices and Student Achievement**

24. What are the early indicators of the impact of the leadership of graduates of redesigned programs on school and classroom practices and the achievement of students in low-performing schools, as perceived by graduates and district administrators and evidenced by student achievement data?